Architecture Program Report-Candidacy

Harding University

April 6, 2023

Architecture Program Report-Candidacy (APR-C)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	Harding University
Name of Academic Unit	Department of Art and 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:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ <u>Bachelor of Architecture</u> Track: ☒ <u>Master of Architecture</u> Track: 134 undergraduate credit hours for a Bachelor of Arts in Architectural Studies Plus 34 graduate credit hours ☐ <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	**Initial Candidacy**
Year of Previous Visit	2022
Current Term of Accreditation *(refer to most recent decision letter)*	Eligibility
Program Administrator	Mike Steelman, AIA, NCARB
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Amy Cox, MFA
Chief Academic Officer of the Institution	Dr. Marty Spears
President of the Institution	Dr. Mike Williams
Individual submitting the APR	Mike Steelman
Name and email address of individual to whom questions should be directed	Mike Steelman; msteelman@harding.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

NAAB

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:

A VTR was not provided for the Virtual Eligibility Site Visit conducted on September 22 & 23, 2022. However, the NAAB eligibility decision letter, dated November 28, 2022 (attached as Exhibit 2) included "areas the program may wish to prioritize" regarding the 2020 Edition of the Conditions for Accreditation as follows:

- **Condition 1:** As it develops its own identity separate from the Interior Architecture program, the program will need to describe its role in and relationship to the university community as well as the way in which the program encourages students and faculty to learn inside and outside the classroom.
- **Condition 2:** The program has provided its founding principles, which include many of the Shared Values of the Discipline and Profession. As the program continues to develop, it must describe how it responds to all shared values of the profession.
- **Condition 3:** The program must develop a PC/SC matrix to detail its approach to and assessment of all Program and Student Criteria. In addition, for each of the Program and Student Criteria, the program must develop student learning outcomes and determine assessment points and assessment methods that allow for the aggregation and analysis of student learning data.
- **Condition 4:** The program must review and articulate its curricular requirements for professional studies, general studies and optional studies. In addition, the evaluation of preparatory education will be an important condition to consider as the admissions and transfer requirements are finalized for the M.Arch.
- **Condition 5:** Planning, assessment and curricular development processes are key to this condition and must be developed and articulated with respect to the M.Arch. program. Processes and policies related to other elements in this condition including human, physical, financial and information resources will need to be updated as the program undergoes the changes planned for these areas.
- **Condition 6:** The program must publicly document its policies and procedures for student admissions, advising and financial aid, in addition to meeting the other requirements detailed in Condition 6.

Guided by these comments, the program has made the following progress in the period since eligibility determination.

- **Condition 1-Context and Mission:** The architecture program has now completed the first semester and begun the second. As planned, architecture students share classes, faculty and studio space together with interior architecture students during the freshman year. Initial concerns regarding the interpersonal dynamics that could result and the effect these combined classes might have on the individual personalities of the two programs led to concerted efforts on the part of faculty directed at promoting collaboration and mutual respect.

- Lessons learned from these first two semesters will continue to inform the first-year pedagogy, curriculum and studio culture in subsequent years. However, student course evaluations and personal interviews, in addition to faculty experiences and assessment confirm the merging of these programs for the first year of instruction has benefitted the students, creating relationships and synergy that eclipse any tendency toward competition or conflict. Intentional inclusion of future collaborative projects between architecture and interior architecture students (as well as students from other academic programs) will assure the programs remain mutually respectful of and beneficial to each other.
  It is always a possibility the architecture program may, to some extent, be influenced by and associated too closely with the interior architecture program. However, as students progress through the program and second-year students move into a separate building beginning in the fall of 2023, it is anticipated the development of a unique identity will be one natural result.

  Additional information regarding how the program encourages students and faculty to learn inside and outside the classroom is contained in the response to Section 1-Context and Mission.

- **Condition 2-Shared Values of the Discipline and Profession:**
  Information regarding how the program responds to the Shared Values of the Discipline and Profession is contained in the response to Section 2-Shared Values of the Discipline and Profession.

- **Condition 3 Program and Student Criteria:**
  The PC/SC matrix (attached to this report as Exhibit 7) and information regarding the program's approach to and assessment of all Program and Student Criteria is contained in the response to Section 3 - Program and Student Criteria.

- **Condition 4-Curricular Framework:**
  Information on how the program addresses curricular requirements for professional studies, general studies and optional studies and the evaluation of preparatory education as well as admissions and transfer requirements is contained in the response to Section 4-Curricular Framework.

- **Condition 5-Resources:**
  Discussion of the processes for planning, assessment and curricular development, as well as the development of human, physical, financial and information resources is contained in the response to Section 5-Resources.

- **Condition 6-Public Information:**
  Information regarding the documentation of policies and procedures for student admissions, advising and financial aid is contained in the response to Section 6-Public Information.

Additional progress since the last visit:

The program has advertised and is currently searching for two additional faculty members within the next year.

The program modified the curriculum to add ARCH 3500 Regulatory Codes to more effectively address Student Criteria 3, Regulatory Context.

Initial evaluation of the freshman ARCH/IDA classes, combining architecture and interior architecture students together in studios, proved successful, quickly confirming the benefits of this strategy far outweigh any downsides. Strategies were developed that will positively impact future cohorts.

Further study of the curriculum resulted in a few changes directed at improving conformance NAAB Shared Values, PC's and SC's.

A PC/SC matrix has been developed to map those courses most appropriate for addressing NAAB Shared Values, PC's and SC's. This document will provide clarity and focus with regard to course content.

Construction began on renovations to the third floor of Kendall Hall to provide an interim, yet functional home for the growth and development of the program for the foreseeable future.

The program director attended the ACSA Administrator's Conference in November and will attend the ACSA Annual meeting immediately after submitting this APR-IC.

New members were added to the Architecture advisory board and the second annual meeting of that body is scheduled for April 29-30.

Planning for the first annual architecture trip to Northwest Arkansas is complete and the trip will take place on April 14-15.

The program director began discussions with the Assistant Provost for Strategic Initiatives to identify service opportunities for architecture faculty and students. Initial efforts will include the Food Insecurity Initiative, providing assistance with the soon-to-be-launched Campus Master Update, a housing initiative to reduce homelessness in the community and space planning for the 100 Families service center.

The program director will participate in the initial stages of the university Strategic Planning Initiative on the same day this report is submitted.

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

This section is limited to 5 pages, total.

Program Response:

N/A

NARRATIVE TEMPLATE

1—Context and Mission

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

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

Harding began as a private senior college in 1924 when two junior colleges, Arkansas Christian College and Harper College, merged their facilities and assets, adopted the new name of Harding College, and located on the campus of Arkansas Christian in Morrilton, AR. Harper had been founded in 1915 in Harper, Kansas, and Arkansas Christian had been chartered in 1919. The college was named in memory of James A. Harding, co-founder and first president of Nashville Bible School (now Lipscomb University) in Nashville, Tenn. A preacher, teacher and Christian educator, James A. Harding inspired his co-workers and associates with an enthusiasm for Christian education that remains a significant tradition at Harding University. Following the merger, J.N. Armstrong, who had served five years as Harper's president, became president of Harding College, and A.S. Croom, president of Arkansas Christian for two years, became vice president for business affairs. In 1934 Harding purchased the campus of a former women's institution, Galloway College in Searcy, AR, and the institution was relocated to its present site. One of Harding's first graduates, George S. Benson, returned from mission work in China in 1936 to assume the presidency of his alma mater. The vigorous educator quickly directed the College out of deep indebtedness and launched it on the journey to financial stability, national recognition and academic accreditation. Dr. Benson retired in 1965, after 29 years of tireless service. Following a study that began in May 1978, a recommendation was made to elevate the status of Harding from a college to a university. Following board and the institution officially became Harding University on Aug. 27, 1979.

Harding University https://www.harding.edu/ remains a private Christian institution committed to the liberal arts and providing a broad range of disciplines in undergraduate, graduate and professional programs. Harding is affiliated with churches of Christ. Located in Searcy, Arkansas, Harding serves a diverse student body from across the United States and around the world.

Harding University is committed to establishing and supporting professional degrees across many disciplines which fit the university mission of integrating faith, learning and living. Allied Health, Nursing, Pharmacy, Physical Therapy, Engineering, and other professional degrees have successfully pursued and been granted accreditation, all within the past dozen years.

Based on initial investigation and exploration, the university determined that establishing an architecture program to result in a NAAB-accredited M.Arch degree would serve a student constituency that desires to study architecture in the context of a private Christian liberal arts university. Campus-wide support for the addition of an architecture program at Harding has been unwavering. Following recommendations from the Architecture Planning Committee, the president proposed this new program to the board of directors in 2021 and it was quickly approved.

The proposed curriculum and addition of the required new courses proceeded through the internal university curriculum management services approval process (Curriculog), affirmation remained unanimous at all stages, including the faculty of the Art & Design Department, the university deans, the Undergraduate Academic Affairs Committee, the Graduate/Professional Academic Affairs Committee and the full university faculty.

The Architecture Planning Committee, together with faculty and administration representatives evaluated the options for affiliation of the new architecture program within the overall campus community and determined it should be established in the College of Arts and Humanities. The Harding architecture program is housed in the Department of Art & Design together with Fine Arts, Graphic Design and the CIDA accredited Interior Architecture and Design program. The foundation laid by interior architecture and design, together with the common benefits to both programs from sharing personnel and physical resources, especially in the early stages of the architecture program, made this the logical choice for Harding. It was recognized from the beginning that many students could benefit from exposure to both professions, especially in the early stages of their academic career.

Data provided by admissions over several years indicated there is considerable interest among prospective students from Harding's primary demographic constituencies and those students have relatively few choices nationwide to study architecture in a private, faith-based institution. The university continues to see considerable interest among prospective students and expression of support from alumni and friends of Harding for the new architecture program. The department chair and the program director have been working with the director of admissions and the marketing manager for graduate programs as well as with University Communications and Marketing (UCM) to respond appropriately to the many inquiries received since the program began.

University Mission: Harding University is a private Christian institution of higher education committed to the tradition of the liberal arts and providing opportunities for a broad range of disciplines in undergraduate, graduate and professional programs. The University serves a diverse, student body from across the United States and around the world, although the primary constituency for students and financial support is the fellowship of the churches of Christ. The board of trustees, administration and faculty believe that the freedom to pursue truth and high academic achievement is compatible with the Christian principles to which the University is committed. The faculty is dedicated to excellence in teaching, scholarship and service, and to their role as models of Christian living. The University community seeks to provide an environment that both supports students and challenges them to realize their full potential. Thus, Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals. This involves the following goals:

Generally, the integration of faith, learning and living - developing the whole person through a commitment to Christ and to the Bible as the Word of God, an emphasis on lifelong intellectual growth, and the encouragement of Christian service and world missions through a servant-leadership lifestyle.

Specifically, the development of Christian scholarship - while acknowledging dependence on God, stressing Christian commitment to intellectual excellence through a strong liberal arts foundation and effective professional preparation.

The promotion of Christian ethics - creating an atmosphere that emphasizes integrity and purity of thought and action.

The development of lasting relationships - fostering personal and social relationships through interaction among faculty, staff and students; and stressing a lifelong commitment to marriage and the Christian family.

The promotion of wellness - emphasizing that the body is the temple of the Holy Spirit and that lifetime health habits contribute to a better quality of life.

The promotion of citizenship within a global perspective - developing a Christian understanding of and respect for other cultures through an emphasis on liberty and justice.

The mission of the College of Arts and Humanities is "To train, nurture and graduate students who are agile, decisive thinkers skilled in evaluation, reflection and problem-solving".

The mission of the Department of Art and Design is "To produce graduates who are knowledgeable, creative, thoughtful, and engaged professionals deeply rooted in Christian values".

In support of the university, college and department missions, the mission of the architecture program is "To develop architects with, character, integrity and hearts for service who are grounded in technical capability and empowered to explore unlimited passion and creativity through the process of design".

The mission of the university, the college and the department clearly influence the foundational principles on which the architecture program is built. Character, integrity and service, technical capabilities, design excellence, environmental responsibility, interdisciplinary collaboration and student leadership are and will be integrated throughout the curriculum and extracurricular activities. The mission, educational philosophy, and goals of the university, college, department and program articulate a shared commitment to high academic standards and focus on producing graduates who are well prepared for practice and/or advanced study. The curriculum is guided by both professional standards and expectations, in concert with NAAB Conditions. Planning and assessment of the program and curriculum through surveys, student and advisory board feedback, university assessment tools, and project/portfolio reviews are ongoing and designed to achieve the mission and goals. Public information is readily available on the university website, catalog, Harding magazine, and other sources.

The architecture program subscribes to the philosophy that experience is the best teacher and practical lessons are more impactful than hypothetical situations. The Christian traditions of love, service, responsibility and stewardship are foundational to all aspects of the program.

Though Harding University offers many online courses and options, on-campus, in-person instruction remains the primary method of delivery. The Harding Architecture Program is being developed as a on-campus, studio-based, in-person program of instruction.

Program Response: (part 2)
The Harding University mission includes a dedication to high academic standards and building a strong community across the spectrum of administration, faculty, staff, students, alumni and friends. The architecture program is committed to those same ideals. Course content is taught from a Christian perspective. Empathy for all people, respecting and protecting the created world, drawing inspiration from the artistry of God and ethical behavior are just a few of the ways these ideals are manifested. The program's commitment to academic excellence and professional preparation is evidenced by dedication to meet and exceed the NAAB Conditions to achieve and maintain accreditation. Students understand they are expected to demonstrate a very high level of academic integrity through compliance with the guidelines set forth in both the university student handbook: https://www.harding.edu/assets/www/student-life/pdf/student_handbook.pdf and in the architecture program student handbook, attached to this report as Exhibit 6.

The missional goal of building relationships is supported by the commitment and physical investment from the university to provide dedicated studio space for each student in the program. This commitment helps create community and make it both convenient and enjoyable for students to spend time in the studio outside scheduled class times. Students are supported by faculty who sincerely desire to help them achieve their personal, professional and spiritual goals. Faculty subscribe to an open-door policy for both academic and personal mentoring. In many cases, they open their homes to students to encourage fellowship away from the academic environment.

Concern for the underserved and a desire to serve others to improve their quality of life through design of the built environment is at the heart of the program philosophy. The curriculum will include several projects designed to build empathy for diverse cultural and socio-economic communities, address social issues, and serve those with different physical and mental abilities. Travel to both domestic and international destinations reinforces understanding of the increasingly global complexion of twenty-first century society.

The Harding architecture program is founded on carefully cultivated and widespread support throughout the university community, aided in no small part by respect for the design community that has been built and reinforced over many years by the interior architecture program. As the program develops, it will intentionally engage with many other academic programs. In the first year of the program, architecture students share all degree-specific curriculum with interior architecture. Collaborative projects that team students from both programs are integral to the first-year courses. Discussions are currently underway regarding the development of collaborative projects with civil engineering, construction science, graphic design and integrated marketing communications. Because Harding is a relatively small university with a very strong sense of community, utilizing the resources and talent of both faculty and students for various institutional initiatives is an established tradition. Opportunities to serve and collaborate with more components of the university will develop as the architecture program grows and develops.

Prior to joining the faculty, the program director served the university in a professional capacity, working on design and construction projects on all four Harding campuses for over thirty years. The resulting relationships, experience and knowledge of the campus environment allow the director to now serve as liaison between the university and design professionals for current campus construction projects. This role provides students with unique access to all phases of design and construction projects on campus. Lessons based on actual projects, often in real-time, provide students with practical experience in ways that are more impactful than hypothetical situations.

Though specific freshman student projects are not intended to be overly complex, some initial first-year assignments have been designed to address actual campus needs with the goal of exposing the architecture program and students to the university community and vice versa.
1. Design of a hammock support structure to protect campus trees
2. Programming and space planning for renovations to the third floor of Kendall Hall for the architecture program

These projects have already resulted in respect for the program and its students. As a result, the project jury, composed of the leadership team from the Physical Resource Department, now holds monthly meetings with the program director to identify and explore other opportunities whereby the program may assist anticipated and ongoing campus initiatives.

Opportunities for additional exposure and awareness will increase as student work becomes more complex and specific to architecture. As an example, efforts to foster participation in university-wide initiatives will involve architecture faculty and students in Harding's 2024 centennial celebration and a planned update to the campus master plan.

Harding is one of only a handful of universities that requires students to attend a chapel assembly each weekday. This daily time together provides an opportunity for students, faculty, staff and guests to share information, form relationships and strengthen the university community through a period of worship, fellowship and communication. The resulting connections and camaraderie help to build a strong sense of community that extends throughout the Harding campus, fostering an atmosphere of common purpose and mutual respect.

Anchored by Harding's strong liberal arts foundation and mission, as well as the architecture program mission and goals, the program will prepare students for entry-level practice or further graduate study. The curriculum is guided by both professional standards and expectations as prescribed in the NAAB Conditions. Planning and assessment of the program and curriculum through surveys, student and advisory board feedback, university assessment tools, and project/portfolio reviews will be ongoing and designed to achieve the mission and goals. Public information is readily available on the architecture website, catalog, Harding Magazine, and other sources.

Core values, including a Christ-centered philosophy of love and respect for all reflect the program's human-centric perspective of teaching, mentoring, and service. The foundational principles of Character, integrity and service, technical capabilities, design excellence, environmental responsibility, interdisciplinary collaboration and student leadership are purposefully reinforced throughout the curriculum. The values of the architecture program are articulated in the mission statement: "to educate engaged professionals who: possess a strong foundation in Christian values, are passionate about design and the creative process, are responsible stewards of the created environment, practice empathy and respect for individual diversity, possess technical capability, collaborate and lead with integrity and respect, selflessly serve their community and seek continual improvement for themselves and society".

The culture, environment and experiences framed in the student handbook (attached as Exhibit 6) are aligned with program goals. Program goals will also be reviewed to align with the goals of the university, NAAB Conditions and program learning outcomes of the Art and Design Department. Ongoing examination of program goals is conducted through faculty meetings, architecture advisory board feedback, student evaluations and alumni input to evaluate progress toward achieving them. Evidence of program effectiveness for entry-level design practice and advanced study will be gauged by intern evaluations, employment rates, ARE pass rates, alumni surveys, and acceptance of graduates to advanced study programs.

A small, close-knit faculty assures that colleagues can consistently engage with each other both formally and informally to discuss opportunities, challenges, improvements and changes. Department faculty meetings are scheduled monthly. Other scheduled meetings include a required meeting at the beginning of the semester, monthly university faculty meetings, monthly department meetings, Second Year Portfolio Review, project critiques and at the end of each semester during interviews with classes.

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The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The Harding University mission includes a dedication to high academic standards and building a strong community across the spectrum of administration, faculty, staff, students, alumni and friends. The architecture program is committed to those same ideals. Course content is taught from a Christian perspective. Empathy for all people, respecting and protecting the created world, drawing inspiration from the artistry of God and ethical behavior are just a few of the ways these ideals are manifested. The program's commitment to academic excellence and professional preparation is evidenced by dedication to meet and exceed the NAAB Conditions to achieve and maintain accreditation. Students understand they are expected to demonstrate a very high level of academic integrity through compliance with the guidelines set forth in both the university student handbook:
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The Harding architecture program enjoys widespread support throughout the university community. As the program develops, it will intentionally engage with many other academic programs. In the first year of the program, architecture students share all degree-specific curriculum with interior architecture. Collaborative projects that team students from both programs are integral to the first-year courses. Discussions are currently underway regarding the development of collaborative projects with civil engineering, construction science, graphic design and integrated marketing communications. Because Harding is a relatively small university with a very strong sense of community, utilizing the resources and talent of both faculty and students for various institutional initiatives is an established tradition. Opportunities to serve and collaborate with more components of the university will develop as the architecture program grows and develops.

Prior to joining the faculty, the program director served the university in a professional capacity, working on design and construction projects on all four Harding campuses for over thirty years. The resulting relationships, experience and knowledge of the campus environment allow the director to now serve as liaison between the university and design professionals for current campus construction projects. This role provides students with unique access to all phases of

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Anchored by Harding's strong liberal arts foundation and mission, as well as the architecture program mission and goals, the program will prepare students for entry-level practice or further graduate study. The curriculum is guided by both professional standards and expectations as prescribed in the NAAB Conditions. Planning and assessment of the program and curriculum through surveys, student and advisory board feedback, university assessment tools, and project/portfolio reviews will be ongoing and designed to achieve the mission and goals. Public information is readily available on the architecture website, catalog, Harding Magazine, and other sources.

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A small, close-knit faculty assures that colleagues can consistently engage with each other both formally and informally to discuss opportunities, challenges, improvements and changes. Department faculty meetings are scheduled monthly. Other scheduled meetings include a required meeting at the beginning of the semester, monthly university faculty meetings, monthly department meetings, Second Year Portfolio Review, project critiques and at the end of each semester during interviews with classes.

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:

In addition to studio projects designed to involve faculty and students with university initiatives, first-year assignments have been implemented to address community needs, involving faculty and students with local government and service organizations. One such project involves the design of a new house prototype for Habitat for Humanity.

Beginning in the freshman year, students are encouraged to learn outside the classroom through co-curricular and extra-curricular activities such as required attendance at Art & Design Symposium events, field trips, the formation of a new chapter of AIAS, organized visits to both on and off-campus construction sites and participation in local government planning activities.

The first field trip is scheduled for April 14 & 15, 2023. This two-day trip to northwest Arkansas includes visits to two award winning projects, Thorncrown Chapel and Crystal Bridges Museum of Modern Art, as well as other significant design projects in the area. It is anticipated this will become an annual event, primarily for freshman architecture, interior architecture and art students.

Students and faculty will be encouraged to attend the Arkansas AIA Convention to network and stay abreast of industry trends. Faculty will be encouraged and supported to attend the annual ACSA annual meeting as well as the educator's conference. The program director will be encouraged and supported to attend the ACSA administrators conference. Faculty and students will be encouraged and supported to volunteer as NAAB site visitors.

The Architecture Working Group of the Architecture and Interior Architecture Advisory Board will mentor students and serve as a valuable resource for architecture students seeking career advice and information specific to the profession. The Architecture Working Group Charter and member bios are attached as Exhibit 9.

Summary Statement of 1 – Context and Mission
This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

In addition to respected academic programs and well-prepared graduates, Harding University is known for the atmosphere of community and common purpose that pervades all aspects of campus life. Dr. Mike Williams, the new president, announced "Inspired Purpose" as the new university motto at his inauguration on September 16, 2022. The Harding Architecture Program, which was coincidentally "inaugurated" at about the same time, is dedicated to instilling that sense of common purpose through all aspects of the program with the goal of inspiring all

students to realizing their full potential as professionals who are prepared to lead fulfilling and rewarding careers, balancing life, work, service, citizenship and growth.

Harding Architecture aspires to expose a broader diversity of young people to the opportunities for meaningful impact available through the practice of architecture and to empower them to envision their future through a lens of optimism rather than skepticism. We are committed to assuring that all students know they belong in the program and they are valued. The program is committed to developing a balanced, comprehensive curriculum designed to build future professionals who will elevate both the perception and the practice of architecture through character, empathy, creativity, stewardship and technical capability. Preparation for licensure and practice will be critical components of the entire curriculum, but especially at the graduate level. The Harding Architecture Program enjoys tangible support from the professional community evidenced by scholarships, facilities, resources and involvement. We are committed to increasing support to benefit the students.

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.

The PC/SC Matrix, attached as Exhibit 7, illustrates the current plan benchmarking the points at which the NAAB Shared Values of the Discipline and Profession will each be introduced, reinforced and assessed.

Program Response:

The Harding architecture program responds to the value of design in the education of future architects by recognizing and embracing the role public opinions about design play in creating positive perceptions of the discipline and profession.

Human-centered design is the heart of the Harding architecture program. Beginning in year one, the curriculum includes projects structured to encourage students to think beyond traditional methods of problem solving and approach design opportunities through a process focused on improving the circumstances and experiences of the users. Studio projects involve consultation with actual "clients" as often as possible, recognizing the design process is most successful and effective when it is guided by an honest desire to serve the best interests of those for whom the work is intended. Reality based projects like the Habitat House, ensure students develop an understanding of the importance of societal and cultural context in the implementation of empathetic design principles.

While realistic design experiences are essential to prepare students for practice and assure they will become productive professionals, projects of a more abstract nature are also integrated into the design studios, especially in the formational early studios, to develop creativity and emphasize the role innovation plays in the design process.

Design excellence is one of the founding principles of the Harding architecture program. Studio courses are structured to exercise the creative spirit, strengthen and grow students' passion for the creative process, integrate critical thinking into the approach to design and expose students to a diversity of design theory and expression.

While design is foundational to architecture and commonly recognized as the most evident and visible result of the architects work, studio courses must also be intentional to reinforce and demonstrate the truth that the design process does not occur in a vacuum. Design can only be truly excellent and successful when it is also functional, buildable and maintainable. Students are reminded that the profession of architecture is dependent on individuals with varying capacities and talents for both creativity and the technical skills necessary to assure that design is successful because it is also functional, equitable and sustainable.

As a foundational element of the program, design and the integration of design thinking are woven throughout the curriculum and cocurricular activities. Design solutions will be reviewed and evaluated annually through various assessments methods such as grading rubrics and juror feedback with the goal of informing curricular development.

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

Program Response:

The Harding architecture program approaches environmental stewardship and professional responsibility from the biblical perspective that we share an obligation for the care and protection of the created world and for loving our neighbors by always considering their interests before ours.

Because the construction and operation of buildings account for a greater share of energy and resource consumption than any other sector of society, architects bear a great responsibility for environmental stewardship which translates to professional accountability.

The growing preponderance of scientific evidence has erased any doubt regarding the impact our policies, activities and actions have on the interconnected environmental systems of the planet. The resulting changes to climate and the vital resources on which we all rely for wellness demand immediate action to change long held norms born of ignorance, apathy and greed. The domain of architectural education bears a great responsibility to develop emerging professionals who embrace and also practice approaches to building design and construction that will not only correct past mistakes, but will lead the way through innovation toward a more sustainable future.

Because environmental stewardship and professional responsibility will continue to become a more vital component of architectural education in the twenty-first century, the Harding architecture program will seek to stay abreast of developments and innovations related to sustainability. Environmental responsibility and sustainability principles will be reviewed and evaluated annually through the assessment process to assure that all courses and outside activities provide exposure to best practices and develop awareness of the inequitable impact climate change has on chronically underserved communities.

Architects shoulder responsibility for uncompromising attention to the safety and welfare of the public when they are sheltered within the built environment. This responsibility begins with accountability for compliance with codes, laws and ordinances at many regulatory levels to address myriad components of design and construction. However, concern for health and safety beyond basic compliance must result from true concern and empathy for those who will use and experience the built environment.

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:

In addition to embracing social justice, the Harding architecture program approaches equity, diversity and inclusion from the biblical perspective that, in the eyes of God, all people are of equal value.

The Harding architecture program is not committed to simply being equitable and diverse, but to go beyond basic equity to assure our students embrace the way in which practicing architects can influence justice and equity through service learning projects and experiences. A goal of the program is to expand students' world view so they will better understand cultures and individuals other than their own to develop respect for all.

Like almost every institution of higher education, Harding has a past that includes systemic inequities based on both racial and gender stereotypes and prejudices. Fortunately, the atmosphere on campus today is one that openly recognizes and acknowledges those past wrongs, while channeling the desire to amend them into concerted efforts toward addressing and rectifying them. That process began with honest recognition and continues through purpose driven efforts designed to provide meaningful opportunities to assure the university community more accurately reflects the diversity of the society it serves.

Because Harding architecture is a new program, it is in a unique position to establish policies and procedures to assure the educational experience is enlightened, just and equitable for all students. Practices for hiring faculty, recruiting students and engaging with the community will be intentional with regard to assuring students are immersed in a culture of inclusion and respect and they are exposed to diversity in faculty, fellow students, mentors and presenters.

The practice of architecture cannot truly be just, equitable or empathetic if its institutions are not inclusive and diverse. The Harding architecture program will seek continual improvement in the areas of diversity, equity and inclusion. Course evaluations and curricular development will include assessment of how effectively equal treatment for different individuals, recognition of the value of diversity and intentional inclusion are incorporated.

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 Harding architecture program responds to the value of knowledge and innovation by supporting both faculty and students in their pursuit of information and scholarship with the goal of developing of wisdom and sharing their insight with others.

The practice of architecture must continually evolve in response to environmental change, advancements in building technology, societal change, cultural evolution, economic conditions and innovations in delivery methods. It is critical that architectural education prepare students to embrace transformative change by participating rather than resisting it.

Advancements in digital technology such as virtual reality and artificial intelligence are accelerating at a pace that continually challenges practitioners, faculty and students alike. It will become increasingly important for students to enter the profession with not only knowledge of, but also practical experience with emerging technologies. For that reason, architectural education has a responsibility to facilitate, reinforce and encourage students to research, engage, evaluate, understand and utilize the latest technological innovations.

The development of knowledge, wisdom and insight and the search for new and innovative methods are central to the mission of the program. Courses, cocurricular and extracurricular activities will be reviewed and evaluated annually through the assessment process with the goal of continual improvement to an environment that promotes and encourages research, innovation and sharing of knowledge.

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

Program Response:

The Harding architecture program places a great deal of emphasis and importance on leadership, collaboration and community involvement.

The practice of architecture is by nature collaborative. Design and construction of the built environment rarely, if ever, occur in a vacuum. To the extent that architecture is executed by a team, architectural education must prepare students to participate in and lead diverse teams of stakeholders with different perspectives and individual motivations. Though leadership skills come more naturally to some individuals than others, management techniques can be taught and learned. When management ability is combined with qualities of empathy and a healthy respect for the contributions of others, effective leadership results.

Discussions with the Assistant Provost for Strategic Initiatives have begun to involve the architecture program in the development of the new Harding Leadership Institute. This initiative will equip students for leadership by developing character, integrity and hearts for service and will provide students with the opportunity to earn the Lead Principle credential. Opportunities have already been identified to involve architecture faculty and students with both university and community service initiatives. Initial efforts will include the Food Insecurity Initiative, providing assistance with the soon-to-be-launched Campus Master Plan Update, a housing initiative to reduce homelessness in the community and space planning for the 100 Families service center.

Practical experience is required to develop leadership skills. While opportunities to develop leadership skills abound on a university campus through student organizations, service projects, athletics, etc., the Harding architecture program is intentional about providing specific experiences designed to develop the skills required to lead a team through design and construction of building projects. Collaboration begins in the first year of the program when architecture students share studio and other classes with interior architecture students. Team projects are introduced in these early classes to give students experience with collaborative experiences. In later years, the program is structured to involve students in additional interdisciplinary collaboration opportunities with engineering, construction science, graphic design and integrated marketing.

As a faith-based institution, Harding University stays engaged in community involvement through many strategic initiatives. The architecture program is already building on the foundation laid by the interior architecture program with the local affiliate of Habitat for Humanity. Discussions are currently underway between the program director and municipal officials to explore additional opportunities for the program to serve the local community. As the program matures, these efforts will become more complex and impactful. Some projects will address specific initiatives and others will develop into recurring studio projects.

Long range planning for the development of service projects will include opportunities to involve faculty and students in efforts to benefit both the university community and the local municipality, especially when those opportunities involve traditionally underserved communities.

Student experience and community impact will be reviewed and evaluated annually through the assessment process with the goal of informing curricular development.

NAAB

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 Harding architecture program inculcates students with the value of lifelong learning. Art & Design Symposium events, guest speakers, travel and attendance at professional conferences are some examples of the continuing education opportunities provided and encouraged.

Because Harding is a relatively small and close-knit campus, and because students are exposed to announcements for all events on campus via daily chapel, opportunities abound for them to be exposed to a diversity of programs and experiences. Students are required to attend and report on at least three Art & Design Symposium events each semester. A&D Symposium credits include lectures, artist talks, gallery shows, professional continuing education presentations, approved travel and many other opportunities. Faculty participation at these events is intended to encourage students and serve to emphasize the value of lifelong learning and continuing education. Advisory board members and other professionals are invited and encouraged to participate as well for the same effect.

The curriculum is designed to introduce students to many concepts early and then reinforce them through additional exposure as they progress through the program. Students are challenged to read, watch and discuss current topics (examples are the emergence of AI in the profession and the declining life expectancy in the US). The goal is to help them develop introspective practices rather than fact-based learning style.

The Harding ASI program regularly brings influential leaders to campus for presentations. Examples include Mikhail Gorbachev, Margret Thatcher, Fred Gray, Eva Gor, Alberto Gonzales and Colin Powell.

Required international travel during the summer between years three and four serves to expand the students' worldview and expose them to a diversity of architectural styles and expressions, also with the goal of instilling respect and appreciation for the value of lifelong learning. "Travel is fatal to prejudice, bigotry and narrowmindedness." Mark Twain

Lifelong learning is by definition integral to the curriculum and extracurricular activities from beginning to completion of the program. As such, all aspects of the program must be reviewed and evaluated annually to assure this value is emphasized.

NAAB

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

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

The PC/SC Matrix, attached as Exhibit 7, illustrates the current plan benchmarking the points at which the NAAB Program and Student Criteria will each be introduced, reinforced and assessed.

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 introduces students to the paths to becoming licensed as an architect, together with initial exploration of the range of available career opportunities early in the curriculum. In the first class, ARCH 1010 Introduction to the Built Environment, an early exercise, the "Getting to Know Your Profession Scavenger Hunt", requires students to research legislation, the education process including accreditation, licensure requirements, job opportunities, interview an upperclassman in the program and interview a licensed professional. Students then make a presentation to the class sharing their findings so the entire class benefits from multiple sources for each category.

The Architecture Working Group of the Architecture and Interior Architecture Advisory Board will serve as a valuable resource for architecture students seeking career development guidance specific to the profession. When they agree to serve on the board and working group, all members agree to mentor students and assist with placement for internships and employment. The Architecture Working Group Charter and member bios are attached as Exhibit 9.

Meetings of the Architecture Advisory Board Working Group are scheduled to coincide with project reviews and critiques so advisory board members can participate, engage with students and serve as mentors. Guest lectures and A&D Symposium events by visiting architects will also serve to provide interaction between students and professionals

The program director is currently in the process of becoming the Architect Licensing Advisor for the Harding architecture program. NCARB has set the director up as an advisor in the profession. Once the program is granted candidacy, the director will be appointed as the educator advisor for the program.

Students also will be provided opportunities to engage with practicing architects at conferences and other professional events such as the Arkansas AIA Convention each fall. Annual and semi-annual travel opportunities to Northwest Arkansas, Chicago and other locations will provide additional opportunities to visit architecture firms and meet with architects who have chosen other career opportunities including the construction and public sector.

Deeper exposure to licensure and career paths will be reinforced during the required internship between fourth and fifth years. Students are encouraged through advising to pursue opportunities for additional work experience, including experience in related disciplines, during the two summers prior to travel abroad and internship.

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 role of the design process in shaping the built environment is introduced in the first two classes in the curriculum, ARCH 1010 Introduction to the Built Environment and ARCH 1020 Architectural Graphics I. The methods by which design processes integrate multiple factors, in different settings and scales of development will be explored and reinforced throughout the curriculum via studio project structure, evaluation, programming exercises, project documents, and guest lectures. Studio projects of various scales and complexity will require students to successfully engage in the design process, emphasizing research and evidence-based design solutions. Even in first year, the curriculum requires students to evaluate quantitative and qualitative research on affordable housing and sustainable construction techniques from multiple sources to develop project programming and inform key design decisions for residential design for Habitat for Humanity. Throughout the curriculum, students are required to identify, define and research issues related to a wide range of design influences and opportunities.

Examples of early design exercises completed during first year studios include designing a residence for Habitat for Humanity, concurrently designing one tiny house in an urban context and another in a rural setting, exploratory chair and furniture design, a sculptural hammock structure and design for experiential retail. One project planned in ARCH 2610 Second Year Architectural Studio, to design a loft in an urban context, will require students to produce creative and innovative solutions to a design challenge informed by research into cultural and architectural precedents from a global region previously unfamiliar to them. Other planned design projects are intended to introduce design thinking, engaging students in role-play to develop empathy and prototype possible solutions. Research, creative thinking, and problem-solving strategies are reinforced and refined by requiring students to utilize knowledge and skills developed in courses from the liberal arts curriculum outside the program, as well as through exposure to various faculty members in fine arts, graphic design, and interior design courses.

The variety of project types and the increasing complexity of projects is intended to exercise and expand students understanding of the role design plays in shaping the built environment, provide opportunities to explore different design methodologies and build a diverse portfolio. The design process is reinforced throughout the curriculum, providing exposure to and experience with site planning, space planning and urban planning in a variety of settings and at different scales. Design projects in advanced studios will be crafted to introduce increasingly complex investigative techniques and design methodologies in response to regional and societal influences, regulatory requirements, technological considerations and ecological factors in greater depth. Repetition and emphasis on the schematic phase of design in selected courses and studios is intended to encourage exploration and iteration of multiple design ideas and solutions.

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:

Environmental responsibility is a founding principle of the Harding architecture program, taught from the perspective that stewardship of the created world is a biblical mandate. As such, it is woven throughout the curriculum, beginning in the initial undergraduate courses and continuing through graduate work. Early courses, including ARCH 2780 Architecture Studio II will introduce students to principles of sustainability via research and investigation as well as implementation within design projects.

In similar fashion to design, sustainability principles will be integrated throughout the curriculum because these concepts are so critical to the practice of architecture in the twenty-first century. Multiple studios will incorporate environmental responsibility as a key component of design projects. ARCH 3200 Environmental Systems and ARCH 4300 Building Technology will all address the impact buildings have on the environment and how sustainability should be considered in light of performance, resilience and adaptability. In addition, ARCH 4200 Building Envelope will explore thermal performance, passive solar techniques and natural lighting. ARCH 4800 Building Systems Integration will explore the interface between al building systems to optimize performance and reduce the impact of building systems on the environment.

Architects have a unique perspective allowing them to recognize social justice as a key component of ecological responsibility. That recognition must then be leveraged to result in positive actions to make meaningful progress toward rectifying the damage resulting from past practices and policies that have consistently resulted in inequitable impact on underrepresented and underserved communities. The responsibility to love our neighbor and consider the interests of others over our own interests require architects to adopt approaches that will not only prevent future injustice, but also rectify past inequities.

Because the construction and operation of the built environment utilizes a greater share of resources than any other sector of the economy, architects must exercise leadership in endeavors to respond to, manage and mitigate climate change. Because today's architecture students will be the emerging professionals of tomorrow, architectural education bears great responsibility to assure they join the profession equipped with the tools, technology and most importantly the commitment to address the crisis through influence and action.

The Harding architecture program is committed to teaching by example, practicing practical sustainability in the operation of the program using its influence to lead the university community toward a more sustainable model.

Course content will include exposure and opportunities for students to explore professional programs and certifications such as Green Globes, LEED, WELL, Ethical Design, Cradle to Cradle and other groups focused on sustainability initiatives and practices.

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 will ensure students develop an understanding of the histories and theories of architecture and urbanism within the context of diverse social, cultural, economic and political forces. A preamble to history and theory, including both national and global perspectives, is introduced as design consideration in early courses, including ARCH 1080 Human Behavior and the Built Environment. Architectural history and theory will be explored in greater depth in ARCH 2500 History and Theory of Architecture I, ARCH 2700 History and Theory of Architecture II and 3820 History and Theory of Architecture III. The program recognizes the role of history and theory in providing students with global and human-centered perspective, in addition to helping them develop a foundation for understanding the context and influence of individual architectural works, styles and movements. History and theory courses will be structured to equip students with an understanding of how diverse socio-behavioral norms both influence and are reflected by the cultural expression of architecture and design.

The study of history and theory provides students with collective understanding from which they can explore new approaches to architectural practice, methodologies and expression. The process of design and its application to creative problem are most successful when informed by historical precedent. Historic architecture style designation, interpretation, terminology and identification are best interpreted when illuminated by the context of social, political and physical influences on historical design, significant movements, architects, designers, traditions, and theories in historical architecture. ART 3750 Visual Aesthetics and the Biblical Perspective supplements architectural history courses in this endeavor.

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:

Students will engage and participate in architectural research to investigate relevant topics and evaluate innovations in the field. Students will be guided by an assigned librarian liaison as they learn and practice research techniques and methods. Early courses requiring research are ARCH 1010 Introduction to the Built Environment and ARCH 1020 Architectural Graphics I. In studios, students will utilize research from numerous sources to develop project programming and make informed design decisions. Students will be required to utilize research to complete course requirements in multiple assignments throughout the curriculum including most architecture studios, building technology courses and ARCH 3500 Regulatory Codes, culminating with ARCH 6500 Design Research. Qualitative and quantitative research techniques will be used to investigate innovations in materials and methods related to the built environment and communicate the findings.

Harding's Brackett Library has access to more than 500,000 online, full-text journal titles and e-books covering all areas of the curriculum, along with over 300,000 print volumes and other media, and 170 print periodicals and newspapers. The library has a print materials budget of $40,000, a print serials budget of $40,000, and an electronic resources budget of $400,000. A total of $140,000 is allocated for all print materials and print serials. Materials not available at Brackett Library are provided through an interlibrary loan system. Brackett Library participates in the ARKLink program, allowing students and faculty to borrow books from other colleges and universities in Arkansas. Other services offered are electronic and print

reserves and a digital archive through *Scholar Works at Harding*, the online institutional repository.

Library services also include eight full-time librarians who provide research assistance, teach class sessions, and deliver individualized instruction on research and use of library resources. Each department on campus has an assigned librarian liaison who assists with purchasing and collection development, research in discipline-specific areas and instructional discipline-specific classes. Alyssa Eller has been assigned as the librarian who will assist architecture faculty and students with research and other library-related activities.

Brackett Library maintains a collection of industry periodicals through JSTOR including, but not limited to Dwell, Architectural Digest, Vernacular Architecture, Architect, Architectural Record, The Architects Newspaper and other periodicals. Also available for student research are numerous databases, interlibrary loan, as well as the use of other online resources. Students may also access electronically various journals. Books are available on many design topics including the history of architecture and design, model making, rendering, business practices, design specialties, architectural standards, drawing references, sustainability, lighting, and codes. Additional texts and resources are available in studios for student use. Videos are also available in the library and department on subjects such as building codes, architectural history, and design specialties. These videos are used both in the classroom and for students to use as resources. A variety of current industry magazines in print form are kept in the student lounge.

Many studio projects will be strongly rooted in research into specific to serving not only the client's best interests, but the needs of the community as well. The graduate thesis project will concentrate on social justice issues with an empathetic focus supported by research on chosen societal issues.

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:

Collaboration is a founding principle of the Harding architecture program because architecture is typically a collaborative endeavor. The program will involve students in multiple opportunities to participate on cooperative team projects to experience dynamic physical and social contexts and develop leadership skills. In the first semester, the "Getting to Know Your Profession Scavenger Hunt", a team project, immediately immerses students in a collaborative setting. Several studio design projects will involve "standardized clients" to expose students to the dynamics associated with serving diverse stakeholder constituents. As mentioned previously, architecture students share classes, projects and faculty with interior architecture students during the first year. Team projects are introduced in ARCH 1010 Introduction to the Built Environment and ARCH 1060 Architectural Graphics II and each team is composed of students from both disciplines. Collaboration between architecture and interior architecture will continue throughout the program. Discussions are underway with civil engineering, construction science and other programs to result in collaborative efforts with those disciplines in the future.

One example of a successful annual team project in the interior architecture program involving a more complex program is the Branding Project during year three. Teams, which include architecture, IAD, marketing, and graphic design students, collaborate to develop a coordinated branding strategy featuring a selection of colors, a logo, design elements,

marketing merchandise, products, plans and renderings of space design, all in support of a market strategy based on target demographics. Teamwork structures and dynamics are introduced through personality tests and work styles. Discussions are underway to add third year architecture students to this project.

Trips to architecture and design firms and industry groups in Northwest Arkansas, Chicago, Dallas, and Little Rock further expose students to collaborative work structures, dynamics, and design practices. Students are required to share digital files and work together on shared files in the context of team projects. The program intends to increase the variety of stakeholders engaged in projects across the curriculum.

Students are provided with opportunities to collaborate with colleagues, mentors, and other disciplines throughout the curriculum. Examples are found in internships, multi-disciplinary projects, and projects that involve clients, consultants and guest jurors. Students at all levels are required to attend the presentations and critiques of their colleagues. Trips to architecture and design firms and industry groups in Northwest Arkansas, Chicago, Dallas, and Little Rock will further expose students to professional environments.

In addition to coursework, students are involved in campus organizations and activities such as social clubs, honor societies, service organizations, athletics, and other settings that offer multi-disciplinary interactions, engagements, and opportunities to utilize design knowledge and skills in collaborative settings.

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:

A positive and respectful environment characterized by optimism, engagement, charity and camaraderie is a hallmark of the Harding architecture program. The atmosphere of genuine community and common purpose that has long been a hallmark of the interior architecture program has given the architecture program a great foundation on which to build. Intentional discussions at the very beginning of the first joint classes with architecture and interior architecture students set the stage for the expectation of mutual respect, cooperation and fellowship. Early in the first semester, IDA upperclassmen visited the first year studios to introduce themselves and offer their help as mentors to the new students. Following that initial gesture, fellowship between the programs and classes has continued to grow and develop.

As a faith-based institution, Harding requires a high standard of conduct and character from administrators, faculty, staff and students and the results are evident across the spectrum of the Harding family. This campus enjoys a sense of community and companionship that is rare for institutions of higher education.

The Architecture Student Handbook and Studio Culture outline policies and behavior with the goal of insuring a respectful, caring and professional environment, supported by the mission and goals of the university student handbook.

The design of studio spaces encourages mentoring between students and faculty. Faculty are accessible and available. Centrally located offices and an open-door policy means that students are frequent visitors to faculty offices. Professionalism and respect are encouraged and supported by course requirements, program standards, the student handbook, and faculty mentoring. Christ-like and professionalism are two program goals that directly

address this criteria. Through this perspective and mindset, students are encouraged to be honest and humble, respectful and mindful of others' work styles and environments as outlined in the handbook. Faculty also model these behaviors through student/faculty relationships, mentoring, maintaining a positive and respectful classroom environment, respectful treatment of colleagues/students, striving to be available and accessible to students, and modeling professional business behavior, etiquette and ethics. The office of Student Life publishes the Harding student handbook which includes expectations concerning honesty, academic integrity, respect, service to others and leadership.

The learning environment of the architecture program, based on a cohort model, fosters the development of a strong sense of community and builds lasting relationships between classmates and with faculty. A commitment to provide dedicated studio work space for each student simulates a professional work environment. Small class sizes and teacher/student ratio promote mentoring and strong relationships which lead to student commitment, responsible behavior and philosophy of life consistent with Christian ideals.

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:

Another founding principle of the program, the first actually, is a commitment to mentor students as they develop character, integrity and hearts for service. Central to this tenet is dedication to value diversity and actively practice inclusion by respecting and valuing all persons. In order to participate fully in creating built environments that will support and include all people, architects must operate with personal and professional responsibility to practice mercy, grace and pursue justice. The program seeks to influence students understanding of the importance of equity, diversity and inclusion through projects and assignments focused on ethics, community engagement and a service-focused world view.

The Harding architecture program exists to prepare students for rewarding and productive careers in architecture and related disciplines. As such, it is clear one of the primary ways the program can be successful in achieving the goal of alleviating historic underrepresentation of minorities in the profession is to expose a greater diversity of students to opportunities in the profession at a younger age. This will be most successful when that introduction is accomplished in ways that allow them to see someone who looks like they do enjoy success as an architect. The program is committed to working with AIA and NOMA to establish a program designed to expose Arkansas middle school students (with special emphasis on schools in predominantly minority communities) to the profession by introducing them to architects to whom they can relate and see as role models.

Studio projects involving diverse cultural and social experiences are structured to increase awareness of global citizenship. International travel serves as a powerful tool to broaden the students' global perspectives of culture, architecture, art, and design based on the recognition that as global communication and interaction expand, societies will become increasingly multi-cultural.

Harding University and the architecture program are grounded by a liberal arts curriculum that promotes a global view of society and cultures at large. As a component of the Liberal Arts curriculum, three hours of global literacy is required for graduation. Various studio projects require research, exploration and design solutions influenced by diverse cultures, socio-economic contexts and social justice issues. Service to people of different

backgrounds, resources and abilities perspective is incorporated through various studio projects such as the House for Habitat for Humanity.

A fundamental goal of the architecture program is to cultivate a desire to serve others and positively impact their circumstances through design of the built environment. Other goals include promoting wellness and service to the community, respect and concern for the underserved and recognition of the value of diversity. The curriculum includes projects designed to build empathy for all people, especially those from diverse cultural backgrounds, in unfamiliar social contexts, and with different physical and cognitive abilities.

The graduate thesis project will require students to research a social issue about which they are passionate and develop a design for a hypothetical organization intended to serve that community. The project will focus on empathetic design for social justice and will be supported by research into innovative ways the built environment can address contemporary and/or systemic inequities. Other goals of this project include applying appropriate design methodologies based on behavioral theories intended to treat all users with dignity and enrich the community where they are located.

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

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

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

Program Response:

The program will assure students understand the role architects play in promoting human health, safety and welfare through design and planning for elements of the built environment at all scales. Learning objectives throughout the curriculum will be developed and assessed to assure students master the concepts and principles of structural resilience, acoustical control, thermal comfort, indoor air quality, lighting and security.

ARCH 2800 Structural Systems I, Arch 3400 Structural Systems II and Arch 3500 Regulatory Codes will introduce and reinforce structural principles intended to protect building occupants and the public. ARCH 4200 Building Envelope and Assemblies will address acoustical performance of interior and exterior building elements and assemblies. Thermal comfort and indoor air quality will be addressed primarily in ARCH 3200 Environmental Systems and ARCH 4800 Building Systems Integration. Lighting and daylighting are addressed in ARCH 4300 Building Technology and ARCH 4800 Building Systems Integration. Security and life safety systems are addressed in ARCH 4300 Building Technology, ARCH 4800 Building Systems Integration and ARCH 3500 Regulatory Codes. Studio courses will integrate HSW and life safety concepts, methods and technologies in multiple projects while exploring interfaces among these systems. HSW and life safety systems at the municipal/utility level and beyond will be addressed by ARCH 3200 Environmental Systems and reinforced by urban design studio projects including protection of water resources and wastewater management.

Individual studio projects will utilize guidelines for wellness and sustainability at multiple scales, such as WELL building standards (used to inform design decisions for the Wellness House Project in year two) and LEED standards (used to inform sustainability decisions and building practices for the graduate thesis project).

By introducing projects and assignments that emphasize HSW as a tool to promote equity and benefit all people, especially underserved or disadvantaged groups, students will be empowered to advocate for achievable and relevant improvements in the quality of life for all members of the community. Resilience and adaptability of HSW and life safety systems will be integrated throughout the curriculum to emphasize the importance of keeping pace with advances in research, science, technology and society.

Learning objectives will be developed to assure students understand the architect's role in promoting human health, safety and welfare through design and planning for elements of the built environment at all scales. Assessment of learning objectives will be accomplished using written assignments, examinations, design project evaluations, peer reviews, outside reviews by practicing professionals post-graduation interviews and ARE pass rates.

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:

Because professional ethics is a core value of the Harding architecture program, the roles of honesty, integrity and professional responsibility will be introduced and reinforced throughout the curriculum. The program will ensure students understand an architect's responsibility to comply with regulatory requirements, even when it is not convenient and when they result in design challenges. The program will also ensure students develop an understanding of fundamental business processes applicable to the practice of architecture including the evolution of those processes.

Students are first introduced to professional practice in the first semester of the first year in ARCH 1010 Introduction to the Built Environment when they operate in teams to research, collect information and interview practicing professionals on architectural education, requirements for licensure, job options, applicable legislation, continuing education requirements and professional organizations. Each team then presents their findings to the entire class so all benefit from the research of each team. ARCH 5780 Internship will provide students with first-hand experience working in a professional office environment. ARCH 5800 Professional Practice and ARCH 6800 Advanced Professional Practice will be the primary source for addressing and reinforcing all subjects related to licensure, ethics, regulatory requirements, business structures and processes. Visits to architects offices, interaction with advisory board members, internships and guest lectures will all reinforce and supplement course material on professional practice.

Contract documents commonly used in practice, primarily AIA documents, will be introduced in ARCH 5800 and ARCH 6800 The Architecture Program Student Handbook reinforces business performance and professionalism by outlining program requirements such as ethical conduct and deadline policies. Advisory board members will serve as resources to prepare students for internships and for seeking an entry-level job.

Learning objectives will be developed to assure students understand the importance and practical implications of professional ethics, regulatory requirements, fundamental business processes and the factors that influence them. Outcomes will be assessed using written assignments, examinations, internship evaluations by supervising professionals and ARE pass rates.

The Architecture Working Group of the Architecture and Interior Architecture Advisory Board will serve as mentors and provide career guidance specific to the profession. When they agree to serve on the board and working group, all members agree to assist with placement for internships and employment. The Architecture Working Group Charter and member bios are attached as Exhibit 9.

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

Program Response:

The program will assure students understand the principles of life safety and the role architects play in protecting occupants and the public through responsible and resilient design of the built environment. In addition to issues of life safety, course content, evaluation and assessment will ensure students understand zoning, land use and other applicable laws and regulations including the evaluative process used to assure compliance.

ARCH 3500 Regulatory Codes will be the primary course that ensures students understand zoning ordinances, land-use laws, local, state, regional and national building codes as well as ADA requirements and other tools utilized to protect occupants and the public from hazards associated with the built environment. Multiple studio projects will require students to prepare code reviews, life safety plans and assess accessibility requirements to assure they understand the review and evaluation process to assure compliance.

Each student will be allowed to select the site for their graduate thesis project and they will be required to determine what ordinances, laws and codes are applicable to their site. They will then research the impact of compliance with those regulations for their specific project. Regulations and guidelines, including those that are sector-specific such as WELL Building Standards and LEED will be researched and applied in multiple studio projects throughout the curriculum.

Learning objectives will be developed to assure students understand fundamental principles of life safety, land use, laws, regulations, codes and the process of compliance with them. Learning objectives will be assessed using written assignments, examinations, design project evaluations, peer reviews, interviews and outside reviews by practicing professionals.

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:

Technical capability is a core value of the Harding architecture program. Multiple courses will be structured to assure students understand the established and emerging systems, technologies and assemblies of building construction as well as the ways architects assess and apply those technologies to the process of design, feasibility and achieving performance objectives. Few aspects of the practice of architecture are evolving as rapidly as building technology. For that reason, technical knowledge is introduced early in the curriculum, reinforced often and assessed to assure students have gained an understanding of both proven and emerging technologies.

Building system technologies will be introduced early in ARCH 2800 Structural Systems I, then reinforced and assessed throughout the curriculum. HVAC Systems technology is addressed primarily in ARCH 3200 Environmental Systems and ARCH 4800 Building Systems Integration. Power, lighting and auxiliary systems are addressed in ARCH 4300 Building Technology and ARCH 4800 Building Systems Integration. Technology associated with control and life safety systems is addressed in ARCH 4300 Building Technology, ARCH 4800 Building Systems Integration and ARCH 3500 Regulatory Codes. Building construction assemblies technology is the primary focus of ARCH 4200 Building Envelope and Assemblies.

The Harding architecture program has already established a tradition of providing students with opportunities to gain practical experience with construction technology and practices through frequent visits to construction sites. In addition to lectures, research and class assignments, students make multiple visits to construction sites both on and off the Harding campus to observe the installation of infrastructure, systems and assemblies.
Learning objectives will be developed to assure students understand proven and emerging systems, technologies and assemblies essential to building construction. Assessment of learning objectives will be accomplished using written assignments, examinations, design project evaluations, second year portfolio review, outside reviews by practicing professionals and ARE pass rates.

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:

Because design excellence and human centered design philosophy are founding principles of the Harding architecture program, curriculum and learning objectives are structured to ensure students develop the ability to make design decisions informed by user requirements, regulatory requirements, site influences, social and cultural context, accessibility and measurable environmental impacts. The program will also ensure students develop an understanding of the how passion for design creativity and the pursuit of innovative solutions are influenced by exposure to and appreciation for diverse historical and contemporary works.

Design synthesis is introduced in first year in ARCH 1020 Architectural Graphics I when students are required to consider multiple influences on design decisions for a house they design for a specific client while also conforming to the institutional requirements imposed by Habitat for Humanity. Design synthesis learning objectives will be introduced in studios ARCH 2610 and ARCH 3610, reinforced in studios ARCH 5610 and ARCH 5780 and will be assessed in advanced studios ARCH 6610 and ARCH 6780 with focus on the graduate thesis project and students response to increasingly complex requirements, considerations, influences and contexts.

Learning objectives will be developed to assure students understand and demonstrate how design decisions are balanced and informed by identifying and integrating applicable requirements, conditions and influences for each project. Assessment of learning objectives will be accomplished through design project evaluations, second year portfolio review, graduate application portfolio evaluation, outside reviews by practicing professionals, post-graduation interviews and ARE pass rates.

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

Program Response:

The program will assure students understand how the integration of multiple building systems and assemblies influence design decisions. Learning objectives, evaluation and assessment will ensure students can demonstrate how design decisions are informed and impacted by integrating building envelope assemblies, structural systems, environmental systems, life safety systems and building technology systems to result in measurable outcomes.

Integration of system choices into the design process will be introduced through coordination between ARCH 2800 Structural Systems and ARCH 2780 Architecture Studio III through the exploration of the impact structural system choices have on design and vice versa. The impact system and assembly choices impose on design and the influence of design decisions on system and assembly choices will be reinforced and explored more deeply through connections between ARCH 3200 Environmental Systems and ARCH 3610 Architecture Studio III and between ARCH 3400 Structural Systems II and ARCH 3780 Architecture Studio IV.

Assessment of students' ability to consider system and assembly choices when evaluating design decisions and then allow those design decisions to inform system and assembly choices will be based primarily on work in ARCH 5610 Advanced Architecture Studio I and ARCH 5780 Advanced Architecture Studio II in concert with ARCH 4300 Building Technology and ARCH 4800 Building Systems Integration.

Learning objectives will be crafted to assure students develop the ability to integrate building systems and controls into the design process in ways intended to result in measurable performance outcomes. Assessment will utilize written assignments, examinations, design project reviews and ARE pass rates.

NAAB

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:

Harding University has been accredited by the Higher Learning Commission since 1954. The most recent reaffirmation occurred in 2014/2015. The next reaffirmation is scheduled for 2024/2025. A copy of a recent confirmation letter from the Higher Learning Commission is attached as Exhibit 3.

HLC approved the addition of the five-year accelerated M.Arch program including the four year BA-AS degree through the Substantive Change process on May 23, 2022. A copy of the HLC Institutional Actions Council Letter is attached as Exhibit 4

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 Harding Architecture Program requires M.Arch students to successfully complete 168 total credit hours. Of that total, 42 hours are required liberal arts and bible electives, 91 hours are required undergraduate architecture courses and 35 hours are required graduate architecture courses.

Following is a link to the university catalog documenting that professional courses are required for all M.Arch students.

https://catalog.harding.edu/preview_program.php?catoid=49&poid=9469&hl=%22Architecture%22&returnto=search

A valuable resource to help students understand program requirements is the curriculum outline and suggested progression plan attached as Exhibit 5. This document explains program requirements to satisfy both the professional course requirements and liberal arts course requirements. It includes a few recent updates that will be reflected in the next catalog.

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

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

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

Program Response:

General Studies, or "Liberal Arts" requirements at Harding are an essential ingredient in students' comprehensive, holistic education experience. Harding requires each student to complete 47 hours of liberal arts courses. Liberal arts requirements are prescribed in the university catalog at the following link:

https://catalog.harding.edu/preview_program.php?catoid=49&poid=9016

A valuable resource to help students understand program requirements is the curriculum outline and suggested progression plan attached as Exhibit 5. This document explains program requirements to satisfy both the professional course requirements and liberal arts course requirements.

As a faith-based institution founded on Christian principles and values, Harding requires every full-time undergraduate student to be enrolled in a 2 hour BIBLE course each semester for the first 8 undergraduate semesters, when a student is taking 8 or more hours.

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:

Because the architecture curriculum is comprehensive and Harding has purposefully broad liberal arts requirements and because students are required to take a bible class each semester, options for electives are limited if a student earns the minimum of 168 hours. However, many students enroll with credits from high school through co-enrollment, AP or CLEP and as a result they have more opportunities to take elective classes. Students may also earn a minor in almost all programs across campus. Minors are being developed in Interior Architecture and Design and Construction Science specifically for architecture students.

Elective and Special Topics courses are included in four locations representing 10 hours in the suggested course progression plan linked above. These courses provide opportunities for students to develop additional expertise or explore individual interests. Discussions are underway regarding the development of concentrations in construction science, architectural history.

A valuable resource to help students understand program requirements is the curriculum outline and suggested progression plan attached as Exhibit 5. This document explains program requirements to satisfy both the professional course requirements and liberal arts course requirements.

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 Harding Architecture Program offers two degrees: the Bachelor of Arts in Architectural Studies (BA-AS) and the Master of Architecture (M.Arch).

Should a student choose to complete only the Bachelor of Arts in Architectural Studies (BA-AS), that persistence plan requires students to successfully complete 128 total credit hours. Of that total, 49 hours are required liberal arts and bible electives and 79 hours are required undergraduate architecture courses (including 6 hours of ART courses, 5 hours of MATH courses and 3 hours of PHYS). Students completing only the BA-AS degree are required to successfully complete the Second Year Portfolio Review, but they are not required to attend the Study Abroad program or complete the Supervised Internship.

A valuable resource to help students understand program requirements is the curriculum outline and suggested progression plan attached as Exhibit 5. This document explains program requirements to satisfy both the professional course requirements and liberal arts course requirements.

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

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

Program Response:

N/A

NAAB

Program Response:

The M.Arch degree is composed of a total of 133 hours of undergraduate courses and 35 hours of graduate courses. First and second year architecture students begin with a combination of lecture and studio courses. Student work is evaluated through the Second Year Portfolio Review process. Students who successfully complete the Second Year Portfolio Review then progress to third year courses and studios. During the fall of the third year, students wishing to pursue a M.Arch degree will apply for admission to the graduate program. Students desiring to complete only the BA-AS will follow a persistence plan to complete their degree requirements in year four. Students pursuing a M.Arch degree are required to complete a study abroad program during the summer between years three and four. Students pursuing a M.Arch degree will take both undergraduate and graduate level courses concurrently during year four. M.Arch students are required to complete a supervised internship during the summer between years four and five prior to completing graduate coursework in year five.

A valuable resource to help students understand program requirements is the curriculum outline and suggested progression plan attached as Exhibit 5. This document explains program requirements to satisfy both the professional course requirements and liberal arts course requirements.

Course Summary of Classes Required by the Architecture Department:

ART 1010 - Art Appreciation Credit Hours: 3
ART 1600 - Design Foundations I Credit Hours: 3
ART 3750 - Visual Aesthetics & Biblical Perspective Credit Hours: 3
MATH 2300 - Precalculus Credit Hours 5
PHYS 2010 - College Physics I: (Prerequisite: MATH 2300)
ARCH 1010 - Introduction to the Built Environment Credit Hours: 3
ARCH 1020 - Architectural Graphics I Credit Hours: 3
ARCH 1060 - Architectural Graphics II Credit Hours: 3 (Prerequisite: ARCH 1020)
ARCH 1080 - Human Behavior & the Built Environment Credit Hours: 2 (Prerequisites: ARCH 1010, ARCH 1020)
ARCH 2210 - Architectural Graphics III Credit Hours: 3 (Prerequisite: ARCH 1060)
ARCH 2500 - History & Theory of Architecture I
ARCH 2610 - Architecture Studio I Credit Hours: 5 (Prerequisite: ARCH 1060, ARCH 1080)
ARCH2700 - History & Theory of Architecture II Credit Hours: 3 (Prerequisite: ARCH 2500)
ARCH 2780 - Architecture Studio II Credit Hours: 5 (Prerequisite: ARCH 2610)
ARCH 2800 - Structural Systems I Credit Hours 3 (Prerequisite: PHYS 2010)
NOTE: *Second Year Portfolio Review for Architecture majors: Required after the student has completed:* ART 1600*,* ARCH *1010,* ARCH *1020,* ARCH *1060,* ARCH *1080,* ARCH *2210,* ARCH *2500, and* ARCH 2610*. The student must also have a minimum GPA of 2.0 in all university courses and a GPA of 2.5 in all art and design courses. Passing the Sophomore Portfolio Review is a prerequisite to* ARCH 3610*.*
ARCH 3200 - Environmental Systems Credit Hours: 3 (Prerequisite: ARCH 2780)
ARCH 3500 - Regulatory Codes Credit Hours: 3 (Prerequisite: ARCH 2800)

ARCH 3610 - Architecture Studio III Credit Hours: 5 (Prerequisite: ARCH 2780 and successful completion of the Sophomore Portfolio Review)
NOTE: *Students desiring to earn an M.Arch degree will apply to the graduate program during the fall semester of year three.*
ARCH 3400 - Structural Systems II Credit Hours: 3 (Prerequisite: ARCH 2780)
ARCH 3500 - Regulatory Codes Credit Hours: 3 (Prerequisite: ARCH 2800)
ARCH 3780 - Architecture Studio IV Credit Hours: 5 (Prerequisite: ARCH 3610
ARCH 3820 - History & Theory of Architecture III Credit Hours: 3 (Prerequisite: ARCH 2700)
ARCH 4100 - Architectural Travel Credit Hours: 3 (Prerequisite: ARCH 3820)
ARCH 4200 - Building Envelope Credit Hours: 3 (Prerequisite: ARCH 3400)
ARCH 4300 - Building Technology Credit Hours: 3 (Prerequisite: ARCH 3200)
ARCH 5610 - Advanced Architecture Studio I Credit Hours: 5 (Prerequisite: ARCH3780)
ARCH 4800 - Building Systems Integration Credit Hours: 3 (Prerequisite: ARCH 4300)
ARCH 5780 - Advanced Architecture Studio II Credit Hours: 5 (Prerequisite: ARCH 5610)
ARCH 5800 - Professional Practice Credit Hours: 3
ARCH 5870 - Supervised Internship Credit Hours: 0 (Prerequisite: ARCH 5780)
ARCH 6500 - Design Research Credit Hours: 3 (Prerequisite: ARCH 5780)
ARCH 6610 - Advanced Architecture Studio III Credit Hours: 6 (Prerequisite: ARCH 5780)
ARCH 6410 - Special Topics in Architecture Credit Hours: 3
ARCH 6780 - Advanced Architecture Studio IV Credit Hours: 6 (Prerequisite: ARCH 6610)
ARCH 6800 - Advanced Professional Practice : 3 (Prerequisite: ARCH 5800)

Progression Plan for required ARCH Courses:

FALL	HRS	SPRING	HRS	SUMMER	HRS
Year One					
ARCH 1010 Intro. Built Env	3	ARCH 1060 Arch. Graph. II	3		
ARCH 1020 Arch. Graph. I	3	ARCH 1080 Hum. Behav.	2		
		ART 1600 Design Found. I	3		
	6		8		
Year Two					
ARCH 2210 Arch. Graph. III	3	ARCH 2700 Hist. & Theory I	3		
ARCH 2500 Hist. & Theory I	3	ARCH 2780 Arch. Studio II	5		
ARCH 2610 Arch. Studio I	5	ARCH 2800 Struct. Syst. I	3		
		Second Year Port. Review	0		
	11		11		
Year Three					
ARCH 3200 Env. Syst.	3	ARCH 3400 Struct. Syst. II	3	ARCH 4100	
ARCH 3500 Reg. Codes	3	ARCH 3780 Arch. Studio IV	5	Study Abroad	3
ARCH 3610 Arch. Studio III	5	ARCH 3820 Hist. & Theo II	3		
App. to M.Arch Program					
	11		11		3
Year Four					
ARCH 4200 Bldg. Envelope	3	ARCH 4800 Bldg. Sys. Int.	3	ARCH 5870	
ARCH 4300 Bldg. Tech.	3	ARCH 5780 Adv. Studio. II	5	Internship	0
ARCH 5610 Adv. Studio. I	**5**	ARCH Elective	**3**		
	11		11		**0**
Year Five					
ARCH 5800 Prof. Prac.	3	ARCH 6410 Arch. Spec. Top	3		
ARCH 6500 Des. Research	3	ARCH 6780 Adv. Studio IV	6		
ARCH 6610 Adv. Studio III	**6**	ARCH 6800 Adv. Prof. Prac.	**3**		
ARCH Elective	**3**				
	15		12		

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:

The Harding Registrar's Office is responsible for evaluating all the credits that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The registrar's office follows best practice guidelines for evaluating credit that it transcribes as provided by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Staff regularly attend the AACRAO and southern regional (SACRAO) conferences to stay current on policy and best practice. The undergraduate academic affairs committee developed and periodically updates the policy for credit by examination for students seeking advanced placement, college level examination program, and international baccalaureate credit. Each department researches and recommends appropriate examination cut scores used to determine course credit.

The transfer policies and procedures are described in the catalog and on the registrar web page: https://www.harding.edu/registrar Transfer courses are evaluated on a course-by-course basis. An approved course from a regionally accredited degree-granting institution within the United States is transferred as equivalent to a Harding course or as elective credit. While course credit is routinely accepted from regionally accredited institutions, accreditation does not guarantee that courses will transfer and/or meet specific program or graduation requirements, it only speaks to the likelihood that minimum educational standards were met.

Students who transfer from an institution within the United States not accredited by an agency nationally recognized by the US Department of Education or the Council for Higher Education Accreditation will have credits evaluated based upon course descriptions and in some cases may be required to
have credit validated by the chair of the department of the course in question. Validation of a course may require an examination by the student.

Transfer courses from non-regionally accredited institutions within the United States are not accepted unless they have been evaluated and validated for credit by the appropriate dean or chair. Evidence such as a course syllabus and/or sample work is required for transfer courses from unaccredited institutions. In some cases, students are required to complete a separate validation examination in order to receive transfer credit.

The registrar independently assigns equivalency for courses that closely match Harding courses, but works with the deans and chairs in the appropriate colleges and/or departments to evaluate courses to determine equivalency in less straightforward situations. The deans and chairs evaluate course levels, descriptions, and syllabi as needed to determine equivalency. In some cases, courses are not deemed equivalent but are counted for credit towards a degree.

Course equivalency information from each institution is entered into the on-line transfer evaluation system, CollegeSource's TES, to ensure consistency in outcomes and simplify the process of future evaluations. Thousands of courses have been evaluated from approximately 1,000 colleges and universities. In July 2014 the registrar became part of CollegeSource's Transferology network which allows chairs, advisors, and students access to course transfer credit information.

International students who wish to transfer college credit from an international higher educational institution must send complete official transcripts to Harding from the college where the credit was earned. The official transcripts sent to Harding must be in English, or should be an English translation of the original document. The translation of the transcript must be from the college that issued the credit or an approved translation service such as Educational Credential Evaluators (ECE). These transcripts are evaluated on a course-by-course basis and, where possible, equivalencies are sought. Letter grades are not transferred, but credit earned is transferred with a grade of "CR" noted on the transcript to indicate the credit earned. In some cases, students are asked to provide English translations of course syllabi or course descriptions to aid in the analysis of the courses. *The AACRAO International Guide: A Resource for International Education Professionals* is a resource used to assist the registrar office staff in the evaluation of international transcripts.

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:

In some cases the university may award credit for experiential learning or prior learning in a few well-defined situations by means of validation. The architecture department will develop clear policies and standards for awarding credit for experiential and/or prior learning.

The university, in cooperation with each department or program, maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Reference the catalog transfer information (https://catalog.harding.edu/content.php?catoid=49&navoid=4709#transfer_students)
Reference the catalog for transfer admissions requirements (https://catalog.harding.edu/content.php?catoid=49&navoid=4657)
Registrar page for course equivalency (https://www.harding.edu/registrar/course-equivalency)

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

Program Response:

The Harding Architecture Program has been designed as a "accelerated" masters degree program. Students are expected to progress through the entire curriculum, beginning in the first year and culminating in completion of the M.Arch degree requirements in the fifth year. Not until graduate level courses are offered, beginning in the fall of 2025, will the program consider accepting students into the graduate program who have completed a bachelors or associate degree in architectural studies (or a bachelors or associate degree in a related discipline) from another institution. Comprehensive policies and procedures will be developed and published to define the evaluation process for degree content prior to the program offering to accept students with a pre-professional or associate degree.

5—Resources

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

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

Program Response:

The Architecture Program is located in Department of Art and Design, which is housed in the College of Arts and Humanities. The departmental chair is the principal leader in a department composed of four distinct areas – Fine Arts, Graphic Design, and Interior Architecture and Design and Architecture. Each of these programs is managed by a program director. The directors are responsible for the management and delivery of the majors/minors within each program, including budget input, recruitment, scholarships, course schedules, etc. The organizational structure is such that the program directors answer to the department chair who answers to the Dean of the College of Arts and Humanities, who is accountable to the Provost who, in turn, is responsible to the President of the university. Additionally, collegiality within the Art and Design Department is clearly exhibited through shared governance. New ideas and suggestions are freely proposed in regular faculty meetings and directly to the department chair. Furthermore, the chair visits individually with faculty members to solicit new ideas, discuss concerns, and maintain a clear understanding of each program's goals and direction.

Harding University Organizational Chart
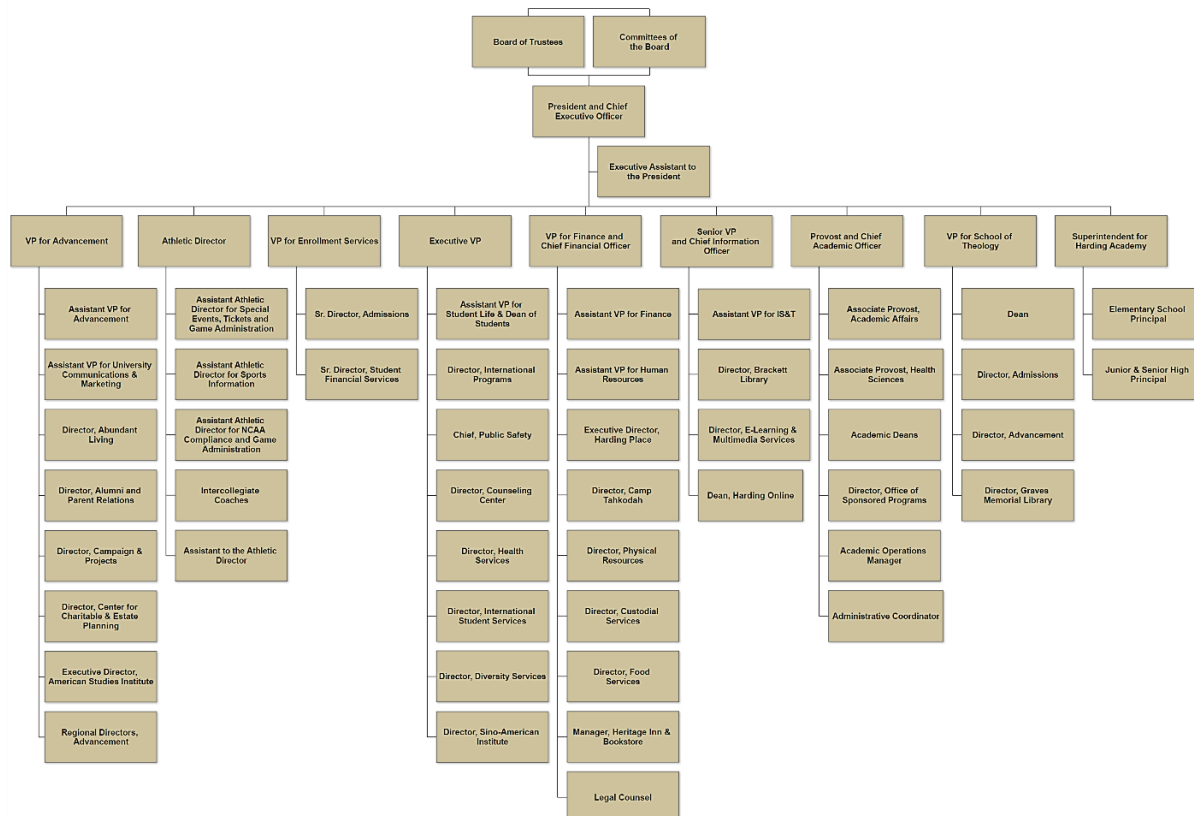
A significant and imminent change in the university structure is the combination of two existing colleges, the College of Arts and Humanities and the College of Science and Engineering, to result in one new college, the College of Arts and Sciences. This structural change will occur with the change of the fiscal year in July, 2023. Under the new structure, there will be one dean for the new college and two assistant deans, one focused on Arts and Humanities and the other focused on Science and Engineering.

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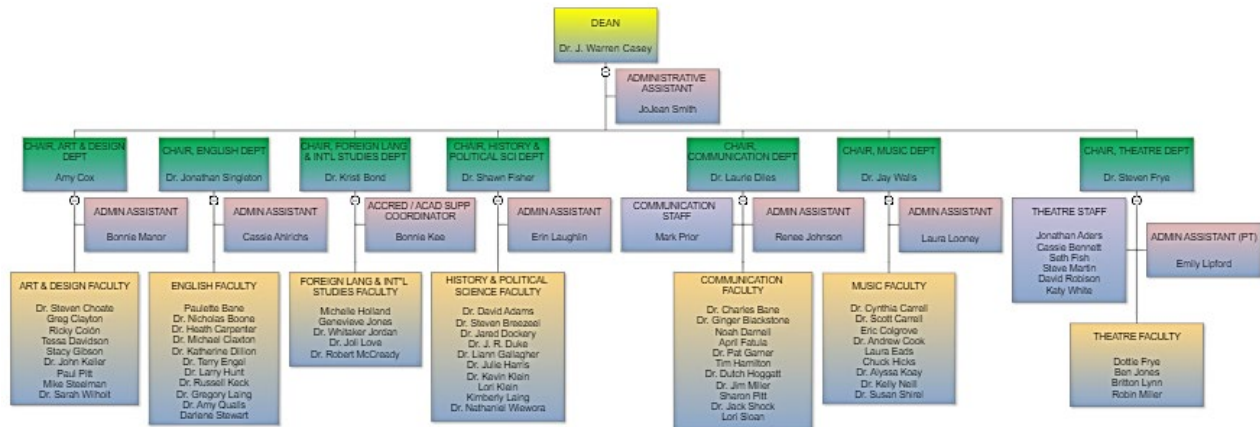
5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Currently, faculty are distributed according to content areas. Fine Arts is composed of four full-time faculty, one part-time faculty, and two adjunct faculty. Graphic Design has two full-time faculty and one adjunct faculty. Interior Architecture and Design has one full-time faculty with a second faculty member serving also as Department Chair; three adjunct faculty also support the IAD program. The architecture program currently has one faculty member and is seeking to hire two additional full-time faculty. Selection of new full-time faculty involves the department and all faculty members. Adjuncts are recruited, identified, and selected by the faculty within the appropriate program. Ultimately, adjuncts are approved by the chair, the COAH dean, and the provost's office.

Departmental tasks and duties are determined by request of the chair, faculty expertise, volunteers, and/or consensus. Faculty meetings are the main method by which the department is governed. A sizeable portion of the larger departmental decisions are determined during faculty and program leaders' meetings through consensus or majority vote. Adjunct, part-time faculty and administrative assistants are invited to all faculty meetings and are encouraged to offer suggestions and improvements. Decisions that might directly affect an administrative assistant, full-time, adjunct, or part-time faculty member are first vetted with that individual for additional guidance. Governance is also distributed via standing departmental committee appointments that include curriculum, symposium, extra-curricular, marketing, and PR, assessment, gallery & permanent collection, recruiting events, OSHA and safety. Additionally, task force and ad hoc committees have included building projects, chapel, history of the department, alumni and advisory board and special events.

Within each program, the program leaders or directors meet with the program and adjunct/part-time faculty to distribute advising, course load, and other items unique to the program. Service to the university is by election as well as through self-selection on a volunteer basis. Individual faculty determine areas of interest and then put their name forward to the chair who then submits these names to the dean. Art and Design faculty have served as IPPR reviewers, Rank and Promotion Committee, COAH Centennial Celebration Committee, Undergraduate Academic Affairs Committee, Faculty Leadership Council, Honors Symposium faculty, and various ad-hoc committees such as the Faculty Constitution and Bylaws Committee.

When developing course schedules, all faculty receive the list of potential courses for the semester and are asked for input and feedback. Multiple factors are considered such as the number of students, physical facility limitations/room availability, faculty load, class conflicts, etc. As is true for many documents and information for the department, the course schedule is available on a shared Art and Design Google drive which all faculty are able to access. Faculty are also able to retrieve forms, recruitment materials, catalog changes, budget plans, art and design committee notes, event information and planning, majors lists, alumni lists, OSHA reports, and permanent collection information, to name just a few.

Each member of the faculty completes a Faculty Annual Plan and Evaluation (FAPE) process yearly, typically in November/December. The department chair then completes yearly faculty evaluations for all full-time faculty based on the faculty member's FAPE. Faculty respond to student course evaluations (for each course, each semester) and submit an updated curriculum vitae with the FAPE prior to review with the chair. Performance feedback, goals, improvements, workloads, etc. are discussed. Administrative assistants also meet yearly with the chair for annual reviews.

The architecture program mission and goals are fully supported by the Department of Art and Design faculty, the dean of the College of Arts and Humanities, the Provost's office and the university community. Ongoing positive support for NAAB accreditation and specific needs or requests are well received. The architecture program is valued and supported at every level of administration. Open lines of communication are present via regular meetings and email. The program director and department chair meet frequently to discuss curriculum, course schedule, faculty assignments, and the accreditation progress. The program is also supported by a dedicated administrative assistant/recruiting coordinator who supervises student workers.

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:

Harding University has begun a new strategic visioning process as this APR-IC is submitted. The program director is participating in the process to advocate for the architecture program, supported by the department chair, dean and provost. The multi-year strategic plan of the architecture program will coordinate with and support the university plan while prioritizing commitment to comply with the NAAB Conditions and Procedures for Accreditation to. For at least the next five years, the strategic objectives of the program will be focused on adhering to the timeline for achieving initial accreditation to assure degrees awarded to the inaugural cohort are accredited.

- Spring 2022: Eligibility Application submitted
- August 2022: Enrollment of first cohort
- September 2022: Virtual Eligibility Site Visit
- Spring 2023: Eligibility decision
- March/April 2023: APR-IC submitted
- Fall 2023: Visit for Initial Candidacy
- Spring 2024: Second Year Portfolio Review for inaugural cohort
- Spring 2024: Initial Candidacy Decision (effective 1.1.23)
- Fall 2024: First cohort applies to M.Arch program
- March 2025: APR for Continuation of Candidacy Submitted
- Fall 2025: Graduate classes begin for inaugural cohort
- Fall 2025: Site Visit for Continuation of Candidacy
- Feb/March 2026: Continuation of Candidacy Decision
- September 2026: Application for Initial Accreditation in 2027
- March 2027: APR for Initial Accreditation submitted
- May 2027: Graduation of inaugural cohort
- Fall 2027: Visit for Initial Accreditation
- Feb/March 2028: Initial Accreditation Decision (effective 1.1.27)

With the beginning of each semester through the spring of 2027, new courses will be taught in conformance with the curriculum outlined in the response to Section 4.2.5. Syllabi and course content are being developed to assure the program addresses the NAAB Conditions for Accreditation. The program will coordinate with James Berry, Director of Assessment/Testing to implement assessment and planning tools developed to conform to both university procedures and the NAAB conditions.

The assessment plan for the program will include development of Program Learning Outcomes (PLO), which will typically be assessed in a capstone course or experience. These assessments will be used to identify areas of concern and initiate a strategy for improvement to close the assessment loop. For each goal or learning outcome, the reporting phase of the assessment process occurs prior to the next semester when the new plan will be launched, and asks two questions: What were the results? What did you do with what you learned?

Student data will be collected using both formal and informal methodologies. Informal techniques will include end-of-semester class question-and-answer sessions and one-on-one conversations with faculty. More formal methods will include rubrics for projects, second year portfolio reviews, university student course evaluations, senior exit surveys, student internship and trip surveys, alumni surveys of their experience at Harding, and student feedback from the Art and Design Symposium. The department chair and program director will engage in one-on-one and group discussions with students. Suggestions from students have already helped improve Art and Design Symposium offerings and activities and initiated changes to curriculum delivery, structure, and content. Additionally, student responses will be solicited to identify student perspectives regarding specific strengths and weaknesses of the program. Alumni surveys will be used to assess how well prepared they were for employment, licensure and professional practice and help to identify ongoing trends in the profession.

Expectations for Student Learning are a fundamental component of the culture of assessment at the university and are measured, evaluated and assessed on the basis of Program Learning Outcomes (PLO). PLO's facilitate assessment and promote excellence in student learning. The required Academic Planning and Program Review (APPR) process will be used to evaluate the quality of the architecture program annually. Every September each academic program and administrative and support unit on campus is required to submit an assessment plan including at least three goals for the coming academic year. For each goal the plan asks the following questions:

• What do you want to know and why?
• How are you going to find out?
• How are you going to measure success?
• Which expanded statement of institutional purpose is addressed?

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The university and the architecture program are committed to educational improvement to increase performance through ongoing efforts to monitor and improve diversity, retention, persistence, and graduation rates. Assessment of the curriculum and resources will be used to evaluate how well the program is applying the NAAB Conditions and identify areas where improvement is needed. Evidence will be collected via meeting notes, multiple surveys, reports, feedback, evaluations, university assessment results, and other methods. Assessment methodologies will be crafted to collect the appropriate evidence when required by the NAAB Conditions.

Initial Key Performance Indicators include:
Compliance with NAAB Shared Values of the Discipline and Profession
Compliance with NAAB Program Criteria
Compliance with NAAB Student Criteria, Learning Outcomes and Objectives
Diversity among faculty and students
Student to teacher ratios
% of staff with advanced degrees
Retention rates

Future Key Performance Indicators will include:
Graduation rates
Employment rates
Acceptance rates to graduate programs
ARE pass rates

ULO's and PLO's will be supplemented by Second Year Portfolio Review, Senior Thesis Juror Reviews, Employer Intern's Evaluation, and Art and Design Symposium submissions. Students complete university-administered faculty and course evaluations anonymously each semester. The faculty, chair, dean, and provost review the evaluations annually to identify areas with satisfactory outcomes and areas that require improvement.

Each full-time faculty is required to complete an annual Faculty Plan and Evaluation (FAPE) that includes the review and establishment of annual goals as well as review of and response to student course evaluations.

ULO and PLO tools used for university assessment will also be used for architecture program assessment.

Architecture Goal 1: Character, Integrity and Service			
University Goals:	Integration of faith, learning and living	Development of lasting relationships	Promotion of citizenship within a global perspective
University Learning Outcomes (ULOs):	ULO 1- Biblical Knowledge & Application	ULO 4- Global Citizenship	
Architecture PLOs:	PLO 1e-Character	PLO 5d- Respect	PLO 1b-DEI

Architecture Goal 2: Technical Capability			
University Goals:	Integration of faith, learning and living	Development of Christian scholarship	
University Learning Outcomes (ULOs):	ULO 3- Critical Thinking		
Architecture PLOs:	PLO 2c-Life-long Learning	PLO 2a- Preparation for Licensure	

Architecture Goal 3: Design Excellence			
University Goals:	Development of Christian scholarship		
University Learning Outcomes (ULOs):	ULO 3- Critical Thinking	ULO 5- Historical Perspective	ULO 6- Creative Perspective
Architecture PLOs:	PLO 3b- Passion through Exposure	PLO 3c- Citizenship & Global Perspective	PLO 3a- Creativity

Architecture Goal 4: Environmental Responsibility			
University Goals:	Integration of faith, learning and living	Development of Christian scholarships	Promotion of Christian ethics
University Learning Outcomes (ULOs):	ULO 1- Biblical Knowledge & Application	ULO 2-Communication	
Architecture PLOs:	PLO 4a- Stewardship	PLO 4d- Practice Sustainability	

Architecture Goal 5: Interdisciplinary Collaboration			
University Goals:	Development lasting relationships	Promotion of citizenship within a global perspective	
University Learning Outcomes (ULOs):	ULO 2- Communication	ULO 4- Global Citizenships	
Architecture PLOs:	PLO 5a & b- Shared Classes & Joint Projects	PLO 5d- Respect for Others	

Students display and present Second Year Portfolios in the Stevens Art Gallery, allowing faculty to review the collective body of work with the goal of identifying the strengths and weaknesses of individual students, the cohort, curriculum, and course content. The architecture and IAD faculty critique core design skills and knowledge while the art faculty offer additional insights into oral and visual presentation techniques, communication skills, and design solutions. Results are gathered and assessed quantitatively each year and collectively over a three to five-year period. In addition, senior exit surveys and round table discussions will be conducted annually and feedback will be shared with full-time faculty. Architecture faculty will then meet to discuss improvements, changes, and suggestions.

At least one on-site advisory board meeting will occur each year, typically in the spring semester. The meeting will be coordinated with IDA senior thesis project presentations and juror reviews. The meeting will be coordinated with architecture graduate thesis project presentations and juror reviews once the first cohort has fully matriculated. Feedback from the advisory board concerning the quality of student work and advice for curriculum changes/improvements based on industry trends will be gathered and used for planning and curriculum modifications. Graduate thesis projects will be presented annually to a jury of faculty, architecture advisory board members and practitioners to evaluate students' design solutions and presentations. Results will be both quantitatively and qualitatively tracked over three years. Individual results will be evaluated by the faculty and shared with students. Due to the cumulative and comprehensive nature of the thesis project, the collected data will be used to determine the strengths and weaknesses of the curriculum.

Students will be evaluated by supervising practitioners via an online survey administered at the end of internships. Results of employer's evaluations will be reviewed with individual students in private meetings with the course instructor. Quantitative and qualitative results will be tracked for three years to identify trends, strengths, and weaknesses per individual class, as well as collective student performance. Students will also complete a post-internship survey to evaluate their level of preparedness and any suggestions for the architecture program.

Graduates from each class will be asked to complete an online survey based on the architecture program mission, goals and NAAB shared values, program and student criteria. Results will be evaluated by faculty to measure the program's success in meeting program and NAAB criteria. Additionally, alumni will be encouraged to update faculty on jobs and offer suggestions/feedback via emails, social media, and visits to the campus.

An annual review of the NAAB Conditions will be used to evaluate the program's compliance with the current standards as the program seeks accreditation. NAAB Conditions and Procedures will be distributed to all faculty and students for review and input. Proposals for revisions to program and course requirements will be initiated by full-time faculty members. When determined to be necessary, academic changes must also be approved by the department chair, college dean, appropriate academic affairs committee and the entire university faculty.

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

Program Response:

Much has happened since the Eligibility Application was submitted for the Harding Architecture Program approximately one year ago. Most importantly, the inaugural cohort was enrolled in August of 2022.

The program successfully hosted a Virtual Eligibility Site Visit in September and was determined to be eligible in November, remaining on track with the established Timeline for Achieving Initial Accreditation.

Initial evaluation of the freshman ARCH/IDA classes, combining architecture and interior architecture students together in studios, proved successful, quickly confirming the benefits of this strategy far outweigh any downsides. Strategies were developed that will positively impact future cohorts.

Further study of the curriculum resulted in a few proposed changes directed at improving conformance with NAAB Shared Values, PC's and SC's.

The PC/SC matrix, attached as Exhibit 7, was developed to identify those courses most appropriate for addressing each of the NAAB Shared Values, PC's and SC's. This document will provide a roadmap, clarity and focus with regard to course content as the curriculum continues to develop over time.

The program hired a recruiting coordinator/administrative assistant, improving recruiting methods, tracking, PR efforts, budget monitoring, scholarship applications and myriad other administrative tasks.

The program began the search for two additional full-time faculty members.

Construction began on renovations to the third floor of Kendall Hall to provide an interim, yet functional home for the growth and development of the program for the foreseeable future.

The program director attended the ACSA Administrator's Conference in November and will attend the ACSA Annual meeting immediately after submitting this APR-IC.

New members were added to the Architecture advisory board and the second annual meeting of that body is scheduled for April 29-30.

Planning for the first annual architecture trip to Northwest Arkansas is complete and the trip will take place on April 14-15.

The program director began discussions with the Assistant Provost for Strategic Initiatives to identify service opportunities for architecture faculty and students. Initial efforts will include the Food Insecurity Initiative, providing assistance with the soon-to-be-launched Campus Master Plan Update, a housing initiative to reduce homelessness in the community and space planning for the 100 Families service center.

The program director will participate in the initial stages of the university Strategic Planning Initiative on the same day this report is submitted.

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

Program Response:

The program believes the following areas are strengths, even before completion of the first year: emphasis on empathetic, human-centered design, graphic and written communication, professionalism, collaboration, ethics, supportive faculty, positive learning environment (builds community/camaraderie), assignment of multiple project types and co-curricular activities.

As the program nears completion of the first year, it acknowledges the following challenges: the program must grow the faculty quickly while increasing diversity and teaching experience; increase diversity among students through proactive efforts to reach younger students in minority communities; acquire technology, equipment and materials; create more studio projects utilizing outside "clients" and utilize advisory board members as jurors for studio projects.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The Architecture Working Group of the Harding Architecture and Interior Architecture and Design Advisory Board remains the primary source of outside input for the program. The group serves as a valuable resource for the program and for students. When they agree to serve on the board and working group, all members agree to assist with curriculum assessment and improvement. The Architecture Working Group Charter and member bios are attached as Exhibit 9. During the annual meeting (scheduled for April 29-30), committees will be created to assist the program with Recruiting, Faculty Search, Curriculum Development and Planning and Assessment.

Planning is currently underway for engagement with the Arkansas AIA leadership to discuss partnerships regarding an initiative to increase diversity in the profession and opportunities to provide students with opportunities for engagement with area professionals.

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:

Together with the university office of assessment/testing, the architecture program assumes responsibility for the quality of its educational programs, learning environments and support services and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. The university office of assessment/testing supports the assessment efforts of individual programs (as described the response to Section 5.3.1) to encourage the pursuit of excellence and facilitate change where improvement is needed.

The PC/SC Matrix, attached as Exhibit 7, serves to illustrate the points at which the NAAB Shared Values of the Discipline and Profession, Program Criteria and Student Criteria will each be introduced, reinforced and assessed.

As the architecture program grows and develops, annual program reviews will be conducted for the purpose of assessing program performance and curriculum as described in the response to Section 5.3. Based on these reviews, the program director, in cooperation with the department chair and the dean will recommend changes to all aspects of the program, including curriculum, to assure compliance with the NAAB Conditions and assure student and faculty success.

The university process for making changes to academic programs involves several steps as described in Section 5.3.2. This approval process applies to curricular changes at both the undergraduate and graduate levels. The academic affairs committees for undergraduate and graduate programs are responsible for evaluating and voting on substantive changes, including changes to academic policy or curriculum. These are university-level standing committees comprised of students, faculty, department chairs/program directors, and deans. They act as

gatekeepers and consider issues such as prerequisites, rigor, and expectations for student learning. Proposed changes are submitted through a university-developed online system called Curriculog. Proposals pass through multiple levels of approval culminating with viewing by the entire faculty.

The program director and faculty will continually revise the program mission statement and goals with feedback and input from art and design faculty, alumni, and the architecture advisory board. Revisions will align with the University and departmental missions and strive to reflect a stronger emphasis on wellness, diversity, equity and inclusion both inside and outside the classroom. Institutional context, professional requirements, and NAAB Conditions are also major influences used to inform revisions and improvements to the program mission and educational philosophy.

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:

Harding maintains a practice of regular program reviews for the purpose of assessing curriculum. The practice of program review is included as part of the annual assessment process for each program and the annual review process for deans, chairs and program directors. Using this process, the deans, chairs and program directors are required to assess the programs under their oversight and recommend curricular changes for improvement. The university assessment policies are described on the assessment web page:
https://www.harding.edu/provost/assessment

The provost meets annually with each dean as one mechanism for maintaining accountability for administrative and program performance. The annual performance review has historically been effective in identifying strengths and weaknesses with the goal of finding solutions to problems and addressing concerns in the strategic planning and budgeting processes. The new IPPR review process (included in the response to Section 5.2) does not replace the annual review processes; rather, it incorporates these processes once every five years into a formal program review.

A university-wide Institutional Planning and Program Review (IPPR) is conducted every five years by an institutional review team and includes the Art and Design Departmental Program Learning Outcomes (PLOs) Assessment Reports. PLO's are determined by departmental faculty and are assessed through course assignments and co-curricular activities yearly. The department has established eight PLOs considering the following competencies: 1) Contemporary Issues; 2) Artist's Statement/Design Philosophy; 3) Creativity/Critical Thinking; 4) Biblical Principles; 5) Ethics/Integrity; 6) Quality; 7) Professional Engagement; 8) Post-graduation. The PLOs are also reviewed and reported annually by departmental faculty. The department is just completing the IPPR including review and update of the SLO's and PLO's.

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

Program Response:

Course assessment and curricular development methods traditionally used by the university will be adapted to coordinate with the NAAB Program and Student Criteria and will be updated semi-annually to include input from faculty, current students, administration, alumni, advisory board, practitioners and former students. The program will capture qualitative and quantitative data through second year portfolio reviews, graduate thesis juror reviews, graduate exit surveys, employer intern evaluations, university assessment tools, advisory board feedback and alumni surveys. This information will provide critical data to be used in identifying and measuring changes and improvements to the curriculum, especially in areas where practitioners and alumni are evaluating competency and technological skills. The methods will include evaluations, surveys, meetings, jury sheets, and round table discussions. The sources for evaluation outlined are the faculty, current students, alumni, advisory board, and practitioners. Intervals include semester, annual, and ongoing.

The program director will regularly review the NAAB Conditions for Accreditation with the department chair and full-time faculty to assess compliance and develop goals for integrating content and projects into specific courses and for course changes within the curriculum. The program director will meet each semester with architecture faculty and periodically with Art and IDA faculty for feedback and course adjustments.
The university assessment policy requires an annual assessment plan and report from all academic programs and most administrative and support offices. This includes all curricular and stand-alone co-curricular programs. The assessment plans for academic units are required to contain at least two outcomes related to student learning.

The architecture program encourages and requires students to participate in co-curricular activities to enhance their learning experiences. Because co-curricular activities are typically not stand-alone programs, it is the responsibility of the architecture program to assess it appropriately within the context of the program assessment and planning process. In some cases, the co-curricular activities are tied to specific learning outcomes that are assessed as part of the formal curricular assessment process. Some assessments are more informal but still support the enhancement of student learning outcomes. Co-curricular activities are an integral part of student learning in the architecture program, requiring they be assessed in the context of Program Learning Outcomes (PLOs).

The University Assessment Committee (UAC) is a standing committee comprised of faculty, staff, and students from various colleges and departments on campus. The UAC is empowered by the president and provost to provide assessment leadership on campus with specific responsibility over the annual assessment process and the culture of assessment. UAC periodically reviews all assessment plans for quality control. UAC members visit with the assessment coordinators from each program to review the assessment plan, discuss best practices and offer of help as needed. These conversations facilitate a better understanding of assessment and further improve the university culture of assessment.

The university encourages and supports the use of national standardized assessment criteria for course and program level learning outcomes, especially when required for program accreditation. These criteria include the use of licensure examination pass rates where appropriate. While pass rates can be useful for assessment purposes, sub-scores are recognized as especially useful for assessment as they can be more closely tied to the curriculum and specific learning outcomes.

NAAB

The architecture program will rely heavily on capstone experiences, such as the graduate thesis project to assess cumulatively to provide a final, summative assessment of program level outcomes. In addition, all graduates will be required to participate in an exit assessment process that is anchored to the five principles embedded in the program's mission statement: "Character, Integrity and Service, Technical Capability, Design Excellence, Environmental Responsibility and Interdisciplinary Collaboration". Results from these assessment instruments will be reviewed annually. Faculty will evaluate this data together and make program adjustments accordingly.

Harding maintains an active membership in the Arkansas Association for the Assessment of Collegiate Learning (AAACL) and provides leadership within the organization by regularly hosting the fall AAACL workshop. These workshops benefit the culture of assessment by providing faculty and staff easy access to quality presentations on best practices in assessment of student learning. Financial support is provided for faculty and staff to attend the AAACL conference each spring.

The UAC uses focus groups to regularly evaluate the assessment process to determine what changes are needed to simplify the process, provide more flexibility in reporting and result in more useful data. They developed a new assessment process based on a model called the four-question model. This approach facilitates training new faculty and staff in assessment by utilizing a process of asking important questions that will lead to meaningful assessment. The system emphasizes "closing the loop" by using assessment to inform change.

Every effort is made to include as many people as possible in the assessment process. Assessment is discussed in faculty meetings every year. All undergraduate students at Harding must satisfy the liberal arts requirements. The catalog contains a summary of the mission of the liberal arts program as well as an explanation of the goals for student learning in each of the outlined seven liberal arts categories. In addition, each graduate and professional program outlines goals for student learning in either the catalog or program handbook or both.

The university assessment policy requires academic units to successfully complete an annual assessment plan for every degree and/or major with at least two outcomes specifically addressing each program level student learning outcome. An annual assessment plan contains three to five outcomes that are considered representative and not typically a comprehensive set of outcomes. Academic programs are expected to assess additional outcomes as required to assure that all program level outcomes are covered. The additional outcomes may or may not be rotated onto the annual assessment plan.

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:
Recommendations regarding changes to curricular agendas begin at the program level. In consultation with department chairs, faculty create proposals for new courses or changes to existing courses. All Harding University academic departments and programs work through the Curriculog system for proposing and approving academic changes. Curriculog is managed by the office of the Provost. The typical process for changes to curriculum is as follows: Utilizing Curriculog, once a proposal has been reviewed and approved at the program level, it advances to the department level. Following approval by the department, it then progresses to the college level for approval there before moving to the university level where approval is required first by the deans, and then by either the Undergraduate or Graduate Academic Affairs Committee. Finally, the full university faculty are required to

discuss and vote on proposed curriculum changes at the next monthly faculty meeting. This is the typical process. However, approval of some changes can occur at various administrative levels per the following chart:

GUIDELINES FOR ACADEMIC CHANGES											
These guidelines apply to all undergraduate, graduate, and professional programs. Harding Online academic affairs are outside the scope of these guidelines. Only changes approved by an academic affairs committee are presented for a full faculty vote. The necessary advance (A) steps for a Curriculog entry depend on the level of change (i.e. university, college, department).											
Type of Change	Proposal Entry / Provost Office	Registrar / IS&T	Dept/Chair	Dept and/or College Faculty ◆	Deans' Council	Colleges/Deans ◊	Liberal Arts Committee	Provost	Academic Affairs Committee	Faculty	Board of Trustees
Course title, content (editorial) #	A	I	A	A	I	✓		I	I	I	
Course change in frequency or semester(s) offered #	A	I	A	A	I	✓		I	I	I	
Allocation of courses in major or minor (no change to total hours)	A	I	A	A	I	✓		I	I	I	
Course number, content, prerequisites (substantive change) #	A	I	A	A	I	✓		I	I	I	
Non-curricular requirements in majors	A	I	A	A	I	✓		I	I	I	
Number of course hours (lecture, lab) #	A	I	A	A	I	✓		I	I	I	
Course addition or deletion #	A	I	A	A	I	✓		I	I	I	
Minor, certificate, endorsement, concentration Add/Delete curriculum* #	A	I	A	A	I	A		A	✓	I	I
Increase total hours for major, minor, certificate, endorsement, concentration, etc. #	A	I	A	A	I	A		A	✓	I	
Decrease total hours for major, minor, certificate, endorsement, concentration, etc. #	A	I	A	A	I	✓		I	I	I	
Academic policy (college/dept) #	A	I	A	A	I	A		A	✓	I	
Academic policy (university)	A	I			I	A		A	A	✓	
Major/Program Add/Delete curriculum (UG)*	A	I	A	A	I	A		A	A	✓	I
Major/Program Add/Delete curriculum (GR/PR)*	A	I	A	A	I	A		A	✓	I	I
Change in Liberal Arts requirement or course content	A	I	A	A	I	A	A	A	A	✓	I
A = Advance for Consideration; **✓** = Approve; **I** = Inform or Involve, as appropriate											
* Subject to New Program Approval Process before starting this process. Curriculum for new accelerated programs must complete both the UG and GR/PR approval processes.											
# An impact report and communication to impacted programs is required. The originator of the proposal is responsible for communicating the proposed changes directly to all impacted parties via email before submitting the proposal.											
◆ Department level changes require majority affirmation of the voting department faculty. College level changes require majority affirmation of the voting college faculty. All faculty in respective departments and colleges are eligible to vote.											

Courses that are part of the liberal arts core are reviewed by the liberal arts committee for general fit into the liberal arts curriculum as well as for other characteristics, including prerequisites and rigor. In keeping with the matrix describing approval of curricular changes, decisions regarding course prerequisites must be approved by the program, department, college, registrar, provost, and appropriate academic affairs committee, assuring institutional authority over course prerequisites. The university-developed credit hour calculator assures compliance with federal definition of a credit hour and is one mechanism used to assess course rigor. The university quality initiative project whereby the curriculum was mapped to the Lumina Degree Qualifications Profile is another mechanism of affirming the rigor of the curriculum.

Over the course of a five-year cycle every academic dean, chair, and program director will complete a data-driven IPPR. As IPPRs are completed, a link will be created between provost-level and university-level strategic planning.

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:

Full-time faculty are required to teach between 24 and 26 credit hours per year or 12 to 13 hours per semester. Teaching credit hours for lecture classes are assessed on a one-to-one ratio while studio classes are calculated at a higher ratio. Release time is granted to department chairs and program directors. Though the faculty load may currently be within the university's expected range, additional faculty and adjuncts will be required as course offerings increase each year.

The architecture department currently has only one full-time faculty, the director. The department is actively seeking to hire two additional qualified faculty to support the mission of the department and provide additional, diverse faculty for the course load that will be increasing each year. The existing architecture faculty, together with interior architecture and design faculty and art faculty will be sufficient to teach all classes through the 23/24 academic year, though the program is actively working to add faculty as soon as possible. Current adjuncts will supplement full-time faculty by teaching some courses each semester. The university has budgeted for two additional faculty to be added in the 23/24 academic year. The Harding HR office is providing support for the search and hiring process.

Teaching expertise and/or field experience is considered when teaching assignments are determined and new courses are added. The diversity of faculty is also evaluated with the goal of providing students with faculty representing breadth of experience and knowledge across three distinct, yet interrelated, professions.

Yearly faculty reviews each January, based on the Faculty Annual Plan and Evaluation (FAPE) process, utilize student course evaluations (each course and each semester) together with an updated curriculum vitae. These plans are then reviewed by the Department Chair and discussed in one-on-one meetings with each faculty member. Faculty are required and supported to maintain professional memberships and licensure in their respective discipline, including annual completion of continuing education requirements. Faculty also serve on various boards and organizations, volunteer with professional organizations, present at conferences and engage in a variety of creative scholarship endeavors.

Within the past year, the department employed a recruiting coordinator and administrative assistant to provide support in recruiting efforts, PR, budget and scholarship management, accreditation and other tasks. The program director oversees this position and continues to be the primary contact for program-specific recruitment (student visits, website, emails, letters, PR, etc.). The program director retains primary responsibility for curricular changes, catalog updates, accreditation reports, assessment, fiscal resources, events and travel, end-of-year reports, second year portfolio review, adjunct faculty, etc. while maintaining a full teaching load.

The educational backgrounds of architecture and interior architecture and design and art faculty are diverse, resulting in a highly qualified core faculty for the start of the architecture program. Areas of experience include founding and growing an architecture firm, residential and commercial interior design, serving as the institutional interior designer for a large university hospital system and over40 years of teaching experience at the university level. In addition, the program relies on a diversity of practicing professionals who serve as an adjuncts.

Faculty are regularly encouraged and supported to attend workshops and professional conferences. The architecture program budget includes a travel budget adequate to permit faculty to attend both professional and educational conferences. Additional funds may be accessed through university faculty development grants and the COAH faculty development fund. Faculty development and professional engagement are reported on annual FAPEs.

Faculty attend and network via various conferences and professional events including the Arkansas AIA Convention, ACSA administrator's Conference, ACSA Annual Meeting and ACSA Educator's Conference among others. Faculty have also served as jurors in regional and national art and design competitions.

The program and faculty are encouraged and supported to maintain memberships in a variety of individual and program-specific professional organizations, accreditations and certifications. Some examples include the National Council of Architectural Registration Boards (NCARB), American Institute of Architects (AIA), American Institute of Architecture Students (AIAS), the National Architecture Accrediting Board (NAAB), Association of Collegiate Schools of Architecture (ACSA), International Interior Design Educators Council (IDEC), American Society of Interior Designers (ASID) and the National Council for Interior Design Qualification (NCIDQ). Service in these organizations is also encouraged and supported.

Faculty have also engaged in pro bono work, professional work for clients, community/mission volunteerism, consulting, commissioned work, and live performance art to name just a few. A more extensive list of creative scholarship and service can be seen in the faculty vitae. The architecture faculty, interior architecture and design faculty and art and design faculty have found various formats to pursue engagement in their various professional communities.

The nature of teaching in the architecture department requires ongoing engagement and collaboration with students within a studio setting. Because the architecture program embraces a studio-based curriculum, faculty incur a large number of student contact hours when teaching. Additional time is occupied by advising, planning for travel, preparing exhibits, Art and Design Symposium events, second year portfolio reviews and other events. Fellowship with and service to students often requires time outside normal work hours .

Faculty are also known for incorporating service-oriented projects within the classroom. Examples include Habitat for Humanity and Sparrow's Promise as well as pro bono design work by students for faith-based groups or community service programs. Faculty often open their homes to architecture students for welcome-back events, Wednesday night devotionals, and holiday gatherings.

The faculty is acutely aware of the evolution in student learning styles and the societal and personal challenges many students face. Faculty are working together and utilizing university resources to investigate new teaching practices to best support current and future students.

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 director is currently in the process of becoming the Architect Licensing Advisor for the Harding architecture program. NCARB has set the director up as an advisor in the profession. Once the program is granted NAAB candidacy, the director will be appointed as the educator advisor for the program.

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

Program Response:

The architecture program budget includes a travel budget adequate to permit faculty to attend both professional and educational conferences. Additional funds may be accessed through university faculty development grants and the COAH faculty development fund. Faculty development and professional engagement are reported on annual FAPEs.

Faculty attend and network via various conferences and professional events including the Arkansas AIA Convention, ACSA administrator's Conference, ACSA Annual Meeting and ACSA Educator's Conference among others.

The program budget includes funds for faculty to maintain professional memberships and licensure in their respective discipline including annual completion of continuing education requirements. Faculty are encouraged to serve on various boards and organizations, volunteer with professional organizations, present at conferences and engage in a variety of creative scholarship endeavors.

The program and faculty are encouraged and supported to maintain memberships in a variety of individual and program-specific professional organizations, accreditations and certifications. Some examples include the National Council of Architectural Registration Boards (NCARB), American Institute of Architects (AIA), American Institute of Architecture Students (AIAS), the National Architecture Accrediting Board (NAAB), Association of Collegiate Schools of Architecture (ACSA), International Interior Design Educators Council (IDEC), American Society of Interior Designers (ASID) and the National Council for Interior Design Qualification (NCIDQ). Service in these organizations is also encouraged and supported.

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:

Student advising is a responsibility of faculty. Each student is assigned a faculty advisor prior to entering the architecture program. Students meet with their advisor for the first time during Bison Bound. There are multiple sessions of Bison Bound each summer so students can choose attend a session that works with their schedule. The advisor assigned to each

student fill follow that student through the entire program. Advisors use the Uachieve degree evaluation and progress tracking program to assure each student remains on track regarding professional, liberal arts and optional course requirements. Faculty advisors and students are required to meet near the end of each semester, prior to registration to coordinate the student's plan for the following semester.

In addition to faculty advising each semester, each student, in cooperation with their faculty advisor, must complete a 60 Hour Degree Evaluation prior to earning 60 hours. Once completed, this form is signed by both the student and advisor and submitted to the registrar for review. This process assures there is a clear plan for each student to remain on track toward graduation.

Prior to their first semester, incoming freshmen are given the Noel-Levitz College Student Inventory (CSI) to identify perceived needs and student receptivity to institutional assistance. Those students determined to be at-risk are invited early in their first semester to meet with an academic counselor. Counselors connect students to support and resources, including information about learning strategies, time management, note taking, critical thinking, and goal setting, individual and group academic tutoring, career services, academic and mental health counseling and financial services.

A university-wide academic early alert system allows faculty to report students they consider to be at-risk regarding grades, attendance, attitude, signs of depression, etc. in the fourth week of classes. Students who are reported then receive a letter encouraging them to meet with their teacher(s). Academic advisors are asked to make contact with advisees who received an early alert. Students receiving multiple early alerts are provided additional resources and are required to meet with an academic coach. Mid-term grades provide another source of data to identify at-risk students. Advisors are notified if any of their advisees have mid-term grades of D or F. Deans and chairs are responsible for ensuring students who do not create a schedule during priority registration are contacted by their faculty advisors. For assessment purposes, a required exit survey is administered to students who withdraw from the university during prior to the end of a term. The university president has an open door policy and encourages any student considering leaving the university to visit with him before making a final decision.

The early alert system mentioned above was implemented in response to informal assessment. Feedback from faculty and students over the years indicated midterm grades were helpful in some cases, but for many students, midterm notification was too late for meaningful recovery. The retention and completion rates both improved following implementation of the system and remain higher today.

A similar program was developed by the Center for Student Success in response to informal assessment and feedback from faculty and staff. While early alert is tied to student performance as measured by grads in the fourth week of classes, faculty and staff felt the need for a mechanism to report student concerns at any time. A new system, Concerned Alert and Response Effort (CARE) was implemented with the goal of allowing faculty and staff to submit concerns at any time in the semester. Faculty and staff are now able to report students prior to the fourth week, enabling CSS staff to offer earlier interventions.

The Center for Student Success promotes a focus on student success, looking beyond the intermediate step of retention to the ultimate goal of completion. The CSS is investigating university-wide curricular programs to develop strategies to increase completion despite possibly lowering FTIC retention. To that end, a change in policy was recently initiated regarding undergraduate students on academic probation. The new policy requires students to receive earlier academic assistance in the form of a newly developed course (UNIV 150 College Success) designed to improve learning skills and increase academic success.

Students must earn a grade of C or higher in order to return the following semester. Students who do not earn a C or higher in UNIV 150 are placed on academic suspension for at least one semester. The updated policy eliminates artificial bumps in retention caused by slow response to academic distress. It also saves families from incurring unnecessary tuition expenditures.

The Boost program has been developed for students who have completed UNIV 150 and are returning from an academic suspension. Weekly small group meetings co-led by two academic counselors provide an environment that promotes accountability, identifies academic obstacles, and establishes strategies for being success.

The First Year Experience (FYE) program prepares incoming freshmen for success in college. This program was developed based on research and assessment. Components of the FYE program include Summer Stampede (orientation and advising) and Student Impact (orientation to campus life). FYE is highly successful, evidenced by the increased retention rates for students who participate in either Summer Stampede or Student Impact.

The Harding Center for Student Success provides a variety of learning resources and support services in one convenient location where students are able to access necessary resources. The Center for Student Success supports two tutoring programs, each certified through the College Reading and Learning Association (CRLA) as Level 3 tutoring programs. The university-funded tutoring program is additionally certified through the National Association for Developmental Education (NADE). The TRIO tutoring program holds certification through the Association of Tutoring Profession (ATP).

Additional resources for Harding student support services can be found at:
Architecture Student Handbook
University Student Handbooks
Harding Pipeline: Student Tab includes Degree Evaluation (uAchieve), registrar forms, campus services, graduation, international programs, student records, etc.
Harding - Student Life
Harding - Student Life - Student Services
Harding - Student Life – Disability Services
Harding - Student Life - Health Services
Harding - Student Life - Counseling
Harding - Center for Professional Excellence Career Center
Harding - Testing
Harding - University College - ARC

In addition to university resources, the architecture program offers discreet financial assistance, funded by generous donors, to any students who have difficulty paying for supplies, travel or other program-specific expenses.

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:

Harding University and the Harding architecture program are committed to being a diverse community that serves as an example of the biblical principle of respect for all people. We

believe diversity and respect for the differences inherent across the human condition makes Harding a better place to be and better able to share the good news of a God who loves everyone.

Diversity is integral to our Christian world view founded on the truth that "God does not show favoritism" and we are all equal in His eyes. All people are "created in the image of God". Therefore, we are all of equal value to Him. As a faith-based institution, Harding is committed to the unity of the human race by virtue of our common creation.

It is within this greater context of unity that humanity's diversity rightly appears. We remain committed to ideology and practices that honor and respect the unique dignity and worth of every human being. We strive to recognize and teach respect for individual differences by promoting and practicing mercy, grace and justice for all members of our communities. We are called to minister to all people, and as part of this calling, it is Harding's mission to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals.

Factbook | Tableau Public
Tableau has data on student and faculty diversity, etc.
Harding - Student Life - Multicultural Student Services
Harding - About Harding - Diversity
Harding - Financial Aid - Finaid
Factbook | Tableau Public - student financial aid
Harding - University College - Mcnair
Harding - University College - Upwardbound
Harding - Student Life - Disabilityservices

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

Program Response:

The architecture program is currently seeking to hire two additional faculty and more will be added in the next few years. This process is undertaken with the recognition that we must endeavor to hire qualified and diverse faculty and staff to support the mission of the department. The Harding Human Resources Department, department chair, dean, provost and president all support the program by assisting with efforts to reach and hire a diverse faculty. Beyond the simple fact that the profession of architecture lags far behind society as a whole in reflecting the diversity of the communities we serve, we recognize that a diverse faculty will help attract diverse students and the success of all students will be positively impacted by association with a faculty who more closely reflect the increasing diversity of our global culture.

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:

Harding University offers scholarships to students recognized by the College Board via their BigFuture Recognition Program and the university awards need-based scholarships that inherently aid in improving student diversity.

BigFuture Recognition Program:
From: https://bigfuture.collegeboard.org/plan-for-college/for-educators/national-recognition-programs
BigFuture helps all students take the right first step after high school. The National Recognition Programs award academic honors to sophomores and juniors who take eligible administrations of AP®, PSAT/NMSQT®, or PSAT™ 10 exams and who identify as African American, Black, Hispanic, Latino, or Indigenous, or attend high school in a rural area or small town. These programs help address the systemic barriers to higher education faced by underrepresented students.

Harding University Grant:
Amount: $3,000
Requirements: Submit FAFSA (EFC 7,000 and under) and be accepted for undergraduate admission
The Harding Grant was established to support the university's commitment to making Christian higher education affordable for students that desire the opportunity to experience a Christ-centered community that brings together faith, learning and living. While Harding is consistently ranked a "Best College for the Money" by Money Magazine and College Factual, we recognize that additional financial assistance is needed in certain cases. Harding strives to make it possible for all students to pursue their meaning and purpose here.

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:

Harding University is committed to the policy of providing equal opportunity for all persons and does not discriminate in admissions, programs, or any other educational functions and services on the basis of race, color, creed, national origin, sex, age, veteran status, religion or disability to those who meet its admission criteria and are willing to uphold its values as stated in the Code of Conduct. In the area of employment, Harding does not discriminate on the basis of race, color, creed, national origin, sex, age, veteran status or disability. Harding, under federal guidelines and as reflected in its Articles of Incorporation, may discriminate as to religion and may adhere to religious tenets regarding the limitation of employment of women in certain preaching and minister roles.

Based upon this commitment, Harding follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Harding is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admission policies, treatment of students, employment practices or educational programs except as required by religious tenets of the churches of Christ. Harding has a nondiscrimination policy available upon

request in the offices of Student Life and Human Resources. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources, Box 12257, 915 E. Market Avenue, Searcy, AR 72149-2257; telephone 501-279-4380. The person to ensure compliance with the nondiscrimination policy and discrimination laws and regulations is the chief financial officer of the University.

<p style="background-color: #fce8d8;">**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</p>

Program Response:

Harding students who are in need of accommodations due to a documented learning, physical, or psychological disability receive support from Harding Disability Services and Educational Access (DSEA) in order to achieve their full potential. DSEA serves as the liaison between students and professors as needed. The goal of DSEA is to "level the playing-field" for students with different abilities so they have the opportunity to be successful in their college experience. Resources for students and faculty with different abilities can be found at: https://www.harding.edu/student-life/disabilityservices

The first step for students for who wish to access academic accommodations is to self-identify at the beginning of the semester. DSEA will then schedule an appointment to complete the necessary paperwork.

Students should provide documentation from a doctor, psychologist, or high school psychological examiner to comply with ADA Guidelines and provide justification for the accommodations they require. Reasonable accommodations are based on documentation.

DSEA will then provide an accommodation letter to professors that will provide necessary information to assure the student receives the accommodations they need. Documentation is confidential and is stored in a secure place in the DSEA office.

Students access additional information on adaptive environments at the following links:
College Guide for Students with Disabilities: https://www.mastersdegree.net/students-with-disabilities/
Americans with Disabilities Act: https://www.ada.gov/
Do-It (Disabilities, Opportunities, Internetworking, and Technology): https://www.washington.edu/doit/
Information for Faculty (The Faculty Room, DO-IT Washington):
        https://www.washington.edu/doit/programs/accesscollege/faculty-room/accommodations
Job Accommodation Network: https://askjan.org/
AHEAD (Association on Higher Education and Disability): https://www.ahead.org/

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The facilities plan for Architecture begins with the program sharing studio space with Interior Architecture and Design on the third floor of the Olen Hendrix Building for all first year classes. Curriculum is shared between these programs in the first year and current studio space on the third floor of the Olen Hendrix Building is sufficient to support two sections of combined freshman classes for both programs based on projected enrollments. Dedicated studio space is provided for all freshmen ARCH and IDA students on the third floor of the Olen Hendrix Building.

Because Harding remains committed to providing dedicated studio space for each cohort of both programs, it was recognized from the beginning that dedicated studio space would be required for the architecture program beginning in year two, with additional studio capacity required each year thereafter through year five. Before the program began, the third floor of Kendall Hall was identified as the most appropriate location to accommodate the future space needs of the architecture program. Built as a residence hall in 1960, Kendall hall was renovated in 2004 and continued to serve the university as a residence hall until 2019. Since that time, Kendall has served as "swing" space for departments when required to facilitate renovations or new construction of other buildings. Approximately half of the first floor was renovated in 2021 to provide a permanent home for the Harding Department of Public Safety.

In November of 2022, programming and schematic design confirmed the third floor of Kendall Hall (approx. 11,260 sq. ft.) will be sufficient for the projected space needs of the program for the foreseeable future. Demolition was completed in December and the third floor will be renovated in two phases with the first phase to be completed by August of 2023. Phase I will renovate approx. 70% of the third floor and will including two design studios, a computer lab, a small classroom/conference room, a materials lab, a gallery, a reception area, faculty offices, a faculty work room, storage and restrooms. Phase I will accommodate the first two cohorts through the 24/25 school year. . The remaining 30% of the third floor will be renovated during the spring and summer of 2025 to add two additional studios, critique space and a student lounge. The third floor of Kendall Hall is intended to serve as "swing" space for development of the architecture program. Long range plans anticipate an addition to the Olen Hendrix Building that will provide a permanent home in one complex for both architecture and interior architecture.
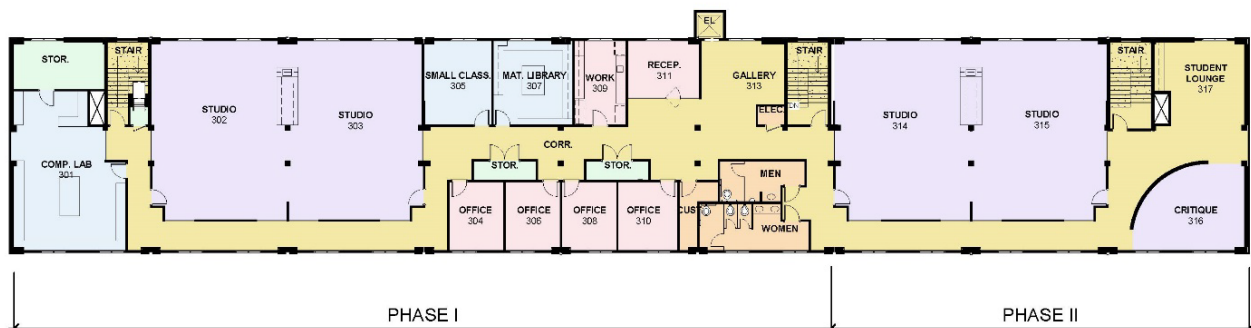
Because the architecture program is housed in the Art and Design Department, architecture students have access to multiple resources in the Stevens Art Building, including the model shop, Mac lab, gallery and studios.

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

Program Response:

In 2021, the existing lobby on the first floor of Kendall Hall was renovated to create a large multi-function classroom. That space, in combination with the existing classrooms in the Olen Hendrix Building, the Stephens Art Building and the new studios and small classroom on the third floor of Kendall, will accommodate a variety of class sizes and configurations to serve the projected instructional needs of the architecture program.

The new studio spaces on the third floor of Kendall have been designed to provide flexibility regarding the actual enrolment of each cohort and also to accommodate gatherings of the entire program. Because the educational core of the Harding campus is compact, there are a number of lecture, seminar and instructional spaces in a wide variety of sizes and configurations within a short walk of both Kendall Hall and the Olen Hendrix Building.

There is a partial walk-out basement (approximately 3,700 sq. ft.) below the first floor of Kendall Hall that is currently used as off-site storage for the Harding Physical Resource Department. HUPRD has agreed to relinquish that space so it can be converted into a multi-purpose shop and maker-space for the architecture program. Renovations to the basement are anticipated to begin during the 23/24 school year, once Phase I renovations have been completed on the third floor. In the interim, shop space is available to architecture students in both the Stephens Art Building and the Ulrey Performing Arts Center.

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

Program Response:

Phase I renovations to the third floor of Kendall Hall include a new reception area and office for the administrative assistant as well as a faculty work/break room, a conference room, multiple storage spaces, an office for the program director and three additional faculty offices. All offices are strategically located in the heart of the program space to facilitate the relational interaction between faculty and students critical to building and maintaining the atmosphere of camaraderie and community that defines the Harding architecture program. Office doors will remain open whenever faculty are in.

When the architecture program director and recruiting coordinator/administrative assistant move from the third floor of the Olen Hendrix Building to the third floor of Kendall Hall in August of 2023, office space will be open to support future growth for both the ARCH and IDA faculty.

Program Response:

Adequate dedicated studio space for each student is a critical component of the Harding architecture program and the university has made a commitment to provide the space necessary to assure the necessary space is available when it is required. Additionally, plans are in place to provide shop space for advanced woodworking, metal arts ,3D printing and other technologies in the basement of Kendall Hall.

Equipment needs will be met through the normal budget process each year as cohorts advance through the program. Anticipated expenses are included in the pro forma that was approved by the Board of Trustees. However, additional funding is available to support development of the architecture program if required. Approximately $1 million annually from endowment earnings has been earmarked by the board to support new program development. Architecture is one of the programs that will benefit from this funding source to meet any additional expenses during program startup. Harding University will be celebrating its centennial in 2024 and a significant capital campaign is already well underway. The new architecture program has been specifically identified as a beneficiary of that campaign.

Technology and hardware are updated on a four year rotation. The university replaces faculty computers and upgrades hardware in all computer labs every four years. Appropriate software is installed and kept current (i.e. Microsoft Office, Revit, AutoCAD, Enscape, Adobe Suite, etc.). The eLearning department on campus provides support for faculty who are using technology (online course content through Canvas, a testing center for exams, and other technology to enhance the classroom experience). Google Apps are available to faculty, staff, and students for scheduling, storing and sharing documents, creating surveys, and other online tools
Harding University Website - eLearning & Multimedia

Program Response:

N/A

5.7 Financial Resources

Program Response:

Prior to beginning the architecture program, the university committed to provide adequate financial resources based on the pro forma (attached as Exhibit 10) developed during research and program startup. In addition to the architecture program budget, approximately $1 million annually has been earmarked by the Board of Trustees from endowment earnings to support new program development. Architecture is one of the programs that benefit from this funding source to assist with initial capital expenses required for the program (construction), as well as any additional expenses required for program startup.

NAAB

The departmental operating budget is reviewed and revised annually with input and guidance from the program director, department chair and faculty. Because the university recognizes the critical role of accreditation, the architecture program budget includes sufficient resources specifically prioritized to achieve and maintain NAAB accreditation. Equipment needs will be met through the normal budget process each year as cohorts advance through the program. Anticipated expenses are included in the attached pro forma. However, the university has committed to provide additional funding to help support development of the architecture program if required.

Harding University will be celebrating its centennial in 2024 and a significant capital campaign is already underway. The new architecture program has been specifically identified as a beneficiary of that campaign.

Thanks to generous donations from advisory board members and other practicing professionals, three scholarships have been established. The criteria used to award these scholarships are focused primarily on financial need, with additional consideration given for academic performance, community service and portfolio. The gifts that created these scholarships are intended to encourage additional donations to increase the funds available to students through scholarships.

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:

Harding's Brackett Library has access to more than 500,000 online, full-text journal titles and e-books covering all areas of the curriculum, along with over 300,000 print volumes and other media, and 170 print periodicals and newspapers. The library has a print materials budget of $40,000, a print serials budget of $40,000, and an electronic resources budget of $400,000. A total of $140,000 is allocated for all print materials and print serials. Materials not available at Brackett Library are provided through an interlibrary loan system. Brackett Library participates in the ARKLink program, allowing students and faculty to borrow books from other colleges and universities in Arkansas. Brackett Library is also part of the National Libraries of Medicine network, working with hospital and medical libraries throughout the nation. Other services offered are electronic and print reserves and a digital archive through *Scholar Works at Harding*, the online institutional repository.

Brackett Library maintains a collection of industry periodicals through JSTOR including, but not limited to Dwell, Architectural Digest, Vernacular Architecture, Architect, Architectural Record, The Architects Newspaper and other periodicals. Also available for student research are numerous databases, inner library loan, as well as the use of other online resources. Students may also access electronically various journals. Books are available on many design topics including the history of architecture and design, model making, rendering, business practices, design specialties, architectural standards, drawing references, sustainability, lighting, and codes. Additional texts and resources are available in studios for student use. Videos are also available in the library and department on subjects such as building codes, architectural history, and design specialties. These videos are used both in the classroom and for students to use as resources. A variety of current industry magazines in print form are kept in the student lounge.

Harding University Library Website - Architecture and Interior Design Research Guide; Art and Design Research Guide
Home - Architecture and Interior Design - Brackett Library at Harding University

NAAB

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:

In addition to the resources provided by the Brackett Library, the library staff includes eight full-time librarians who provide research assistance, teach class sessions, and deliver individualized instruction on research and use of library resources. Each department on campus has an assigned librarian liaison who assists with purchasing and collection development, research in discipline-specific areas and instruction assistance for discipline-specific classes. Alyssa Eller is resource librarian who assists architecture faculty and students with research and other library-related activities.

All architecture students are instructed in the use of library resources and introduced to Alyssa in the first semester of their first year when they are required to utilize library resources for research required by the Habitat House project.

NAAB

6—Public Information

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:

The program website currently indicates the program is seeking candidacy through NAAB for the masters degree in architecture. Once the program is granted candidacy, the website, catalog and all other forms of promotional media will be updated to include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 statement on accredited degrees as well as all other required documents.

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:

Once the program is granted candidacy, the following documents will be made available to all students, faculty and the public via the program's website:
NAAB Conditions for Accreditation, 2020 Edition
NAAB Procedures for Accreditation, 2020 Edition

6.3 Access to Career Development Information

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

Program Response:

The Harding University Center for Professional Excellence of the University Career Center (CPE) is the primary resource for students seeking information and advice on career development and placement. https://www.harding.edu/cpe

CPE offers numerous resources for students who are exploring career opportunities, seeking internships or employment. One of the most useful resources is the **Handshake** portal. Handshake offers career fair events, information sessions and on-campus interviews.

As students near graduation, CPE offers helpful resources like mock interviews and resume reviews. CPE also hosts many organizations that come to campus to recruit students for jobs and internships through on-campus interviews.

CPE also offers personality and career assessment online through **TypeFocus**. Once students have completed the test, they can schedule a time to discuss the results and how to use those results to find work that will be a good fit for their personality, interests and values.

PathwayU is another program used by CPE to assess values, interests, personalities and workplace preferences to help students determine the career path that best suits them. PathwayU focuses on vocation and career exploration in 16 subject areas further broken down into specific career paths. It helps students discover their strongest career matches.

The Architecture Working Group of the Architecture and Interior Architecture Advisory Board will serve as a valuable resource for architecture students seeking career development guidance specific to the profession. When they agree to serve on the board and working group, all members agree to mentor students and assist with placement for internships and employment. The Architecture Working Group Charter and member bios are attached as Exhibit 9.

Because interior architecture has been producing graduates from an accredited program for over fifteen years, many of whom have gone on to earn an M.Arch at other institutions, there is also an extensive network of contacts in architecture firms across the country.

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:

Once the program is granted candidacy, the website, catalog and all other forms of promotional media will be updated to include:
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.

NAAB

c) The most recent decision letter from 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.

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:

Admissions policies for the university, including policies and procedures governing the evaluation of applicants for admission are published in the catalog and can be accessed at: https://catalog.harding.edu/content.php?catoid=49&navoid=4657

a) Application forms are available a:t https://www.harding.edu/admissions/admission-requirements
b) Applicants to the BA-AS degree program are required to follow university procedures only and are not required to submit portfolios unless applying for one of the architecture scholarships. Information on evaluation of transcripts and course equivalency are found at: https://www.harding.edu/registrar/course-equivalency
c) Because the architecture program will not accept applications to the graduate program until the fall of 2025, the application process for the M.Arch program, including evaluation of non-accredited degrees is still in development.
d) Requirements and forms for financial aid are found at: https://www.harding.edu/finaid
    Information on university scholarships is located at: https://www.harding.edu/admissions/scholarships
    Information on architecture specific scholarships is located at: https://www.harding.edu/academics/colleges-departments/arts-humanities/art-design/master-of-architecture
e) The non-discrimination policy of the university is located at: https://catalog.harding.edu/content.php?catoid=49&navoid=4672#nondisc

Policies and procedures related to student advising are described in the response to Section 5.4.4

NAAB

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:

Over 90 percent of Harding students receive some form of financial assistance, and nearly $60 million in financial aid was processed last year. These funds come from federal, state, and private sources. The Harding Financial Aid Office works to assure every student who wants to attend can finance and achieve their educational goals. The links below contain detailed information related to financial aid at Harding.

https://www.harding.edu/assets/www/finaid/pdf/harding_family_guide.pdf
https://misnix.harding.edu/admissions/npc/
https://studentaid.gov/
https://studentaid.gov/aid-estimator/
https://studentaid.gov/sites/default/files/direct-loan-basics-students.pdf

A variety of assistance programs are available to all students to help bridge the gap between the cost of education and the student/family's financial resources. The HU Financial Aid website: https://www.harding.edu/finaid contains detailed information related to financial aid at Harding and the financial aid staff are dedicated to personally assisting students and families in finding the resources to fund a Harding education.

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

Program Response:

The Harding University Financial Aid website includes a link to a net price calculator which can be used to provide 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 degree program. The cost estimator can be accessed at:
https://misnix.harding.edu/admissions/npc/

NAAB

<u>APPENDIX</u>

EXHIBIT 1 - Plan for Achieving Initial Accreditation

EXHIBIT 2 - Eligibility Memorandum

EXHIBIT 3 - Most Recent Decision Letter from HLC

EXHIBIT 4 - Institutional Actions Council Letter from HLC

EXHIBIT 5 - Accelerated Masters in Architecture Curriculum

EXHIBIT 6 - Architecture Program Student Handbook

EXHIBIT 7 - PC/SC Matrix

EXHIBIT 8 - Kendall Hall Third Floor Plan

EXHIBIT 9 - Architecture Advisory Board Working Group Charter & Bios

EXHIBIT 10 - Pro Forma

EXHIBIT 11 - 2023 New Faculty Job Description

Exhibit 1

Plan for Achieving Initial Accreditation

April 29, 2022

HARDING
U N I V E R S I T Y
Architecture
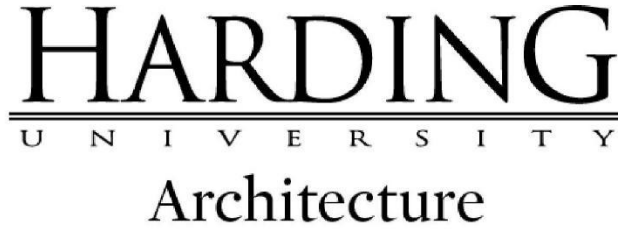
Master's of Architecture M.Arch
(BA-AS preprofessional degree plus 35 graduate credits)

Mike Steelman
Assistant Professor & Director of Architecture
HU Box 12253
Searcy, AR 72149
msteelman@harding.edu
501-279-4713

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Marty Spears
Provost, Harding University
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David Burks
President, Harding University
HU Box 12256
Searcy, AR 72149
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501-279-4

Exhibit 1

Current Status of the Program and Long-Term Objectives

Harding University began investigating the development of an architecture program in 2009. The initial exploratory committee recognized that in order to best serve our students, the program must be accredited. In 2018, the Architecture Planning Committee was formed to gather student data from University Admissions, identify prospective students in our demographic who expressed an interest in pursuing a degree in architecture, consult with existing programs and investigate the process of accreditation.

The committee researched architecture programs around the country with particular focus on small, faith-based private universities, meeting with architecture administrators at two schools, Drury University and California Baptist University. Based on the findings of the committee, a vision was developed for a 5-year architecture program (M.Arch.) that will be built on the foundation laid by the existing CIDA accredited Interior Architecture and Design program (IAD). The curriculum in the first year will be similar for both programs, providing efficiencies and serving to enrich both programs. A *pro forma* was developed that included projections for hiring new faculty, expenses for program start up, equipment procurement, projected cohort sizes, attrition rate, and revenue figures based on undergraduate/graduate hours and appropriate course fees. In addition, a persistence to graduation plan was devised should a student choose to complete only a Bachelor of Arts in Architectural Studies degree in 4 years. Conservative estimates were used for both the cohort sizes and retention/persistence rates to increase confidence that *pro forma* numbers could be met. These estimates are based on current data and experience of the existing IAD program.

**Bachelors of Arts
in Architectural Studies (BAA)**

+

Masters in Architecture (M.Arch)

1	2	3		4		5
Courses w/ IAD	Begin ARCH Studios	Apply for M.Arch. program	Study abroad	Undergrad & Grad courses	Internship	Complete Grad courses

Based on the findings of the committee, the university president proposed to the Board of Trustees in the Spring of 2021 that Harding begin an architecture program and plan to enroll the first cohort in the fall of 2022. The board approved the proposal and allocated initial funding for program startup. Following board approval, the university conducted a search, evaluated candidates and selected a director for the program who was hired in January, 2022. The director, together with the department chair and current and future faculty, will guide the program through candidacy and accreditation, establish and manage the program budget, build and oversee the curriculum, lead student recruiting efforts, recruit and hire new faculty, oversee strategic planning and assessment efforts, facilitate development of various curricular and co-curricular activities, recruit and manage the Advisory Board, develop relationships within the profession and the community, and assist University Advancement in securing resources for scholarships and capital improvements.

Exhibit 1

Long-term objectives established by the committee, college, department and program director include developing an architectural program that will compliment the mission and goals of the university while preparing students to enhance the value, relevance and effectiveness of the architecture profession. Achieving full accreditation from the National Architectural Accreditation Board, based on the most current conditions and procedures, will be critical to accomplishing the mission of the program.

In the fall of 2021 the provost submitted a request to the Higher Learning Commission (HLC) to add an architecture program. HLC then requested the university submit a Program Substantive Change Application. The application with required documentation was submitted in February, 2022. On April 21, 2022 the university received a letter indicating the HLC Change Panel recommended approval of the application. A copy of the letter is attached as Exhibit A. Approval is not finalized until the HLC Institutional Actions Council acts on this recommendation at its next meeting, currently scheduled for May 23-24, 2022.

We have considered the possibility that initial candidacy and/or initial accreditation may not be achieved within the proposed timeline. Regardless, we intend to pursue candidacy and full accreditation with the utmost urgency, giving attention to due process by addressing any NAAB concerns and/or recommendations. We are committed to the principle that our students deserve to be served by qualified faculty who administer an appropriate curriculum to provide an architectural education experience dedicated to excellence and personal attention. We are intentional about wedding the architecture program to our university mission of integrating faith, learning and living through the development of Christian scholarship, promoting Christian ethics, developing lasting relationships, promoting wellness, responsibility and citizenship within a global perspective. We recognize that a productive relationship with NAAB will enable Harding to attain those goals as we strive to train architects who will serve their communities, society and the world with compassion and professionalism.

Part One
Analysis of Compliance with the NAAB 2020 Conditions for Accreditation and Timeline

1. **Context and Mission:**
   Harding University www.harding.edu is a private Christian institution committed to the liberal arts and providing a broad range of disciplines in undergraduate, graduate and professional programs. Located in Searcy, Arkansas, Harding serves a diverse student body from across the United States and around the world. Based on extensive research and exploration, the university has determined that establishing an architecture program resulting in a NAAB-accredited M.Arch degree will serve a student constituency that desires to study architecture in the setting of a private Christian liberal arts university.

   Harding University is committed to establishing and supporting professional degrees across many disciplines which fit the university mission of integrating faith, learning and living. Allied Health, Nursing, Pharmacy, Engineering, and other science-related degrees have successfully implemented accredited programs. The university determined it was apropos to develop a program in architecture.

   Campus-wide support for the addition of an architecture program at Harding has been unwavering over the past two decades. Following recommendations from the Architecture Planning Committee, the president proposed this new program to the board of directors and it was quickly approved. As the proposed curriculum and addition of the required new courses proceeded through the internal university curriculum management services approval process (Curriculog), affirmation has been unanimous at all stages, including the faculty in the Art & Design department, the university deans, the undergraduate academic affairs committee, the graduate/professional academic affairs committee and the full university faculty.

Exhibit 1

The best affiliation for the new architecture program within the overall campus community was considered from the initial planning stages and it was determined that this program should be established in the College of Arts and Humanities rather than in the College of Sciences. The Harding architecture program will be housed in the Department of Art & Design together with Fine Arts, Graphic Design and the CIDA accredited Interior Architecture and Design program. The foundation laid by interior architecture and design, together with the common benefits to both programs from sharing personnel and physical resources, especially in the early stages of the architecture program, made this the logical choice for Harding, evidenced in the proposed curriculum. It was recognized from the beginning that many students could benefit from exposure to both professions, especially in the early stages of their academic career.

Data provided by admissions over several years has indicated considerable interest among prospective students in our demographic with relatively few choices nationwide for students to study architecture in a private, faith-based institution. We continue to see considerable interest among prospective students and expression of support from alumni and friends of Harding for the proposed architecture program. The department chair and the program director have been working with the director of admissions and the marketing manager for graduate programs and with University Communications and Marketing (UCM) to respond appropriately to the many inquiries we have received since it became known that Harding was planning to start an architecture program. The responses have been encouraging.

Because the curriculum has been designed to support a combined bachelors / masters program which requires students to enter in year one as a cohort and progress for five years through the master's degree, the primary target audience for the program is full-time traditional college-age students. The typical student will enter the program as a first-time in college (FTIC) student and complete the program of study in 5 years. Transfer students would take any courses that are lacking and join the appropriate cohort.

2. **Shared Values of the Discipline and Profession:**
   One of the key strengths of Harding is the sense of community, common purpose and a shared commitment to the mission that exists across the spectrum of the administration, faculty, staff, students, alumni and friends. Discussions have already been initiated with the engineering and construction sciences programs as well as with interior architecture and design, graphic design, social sciences and others to identify opportunities for mutually beneficial cooperation between the programs. We recognize that architects do not practice in a vacuum and collaboration is a key ingredient of all successful creative endeavors. The Harding architecture program is committed to introducing interdisciplinary cooperation into the educational process to better prepare students for collaboration with others as they assume leadership roles on teams of diverse stakeholders.

A joint advisory board has been formed for the Harding architecture and interior architecture programs. The board as a whole will serve both the architecture and interior architecture programs, while it will also be divided into two working groups to focus on the specific needs of each program. The architecture working group is tasked with assisting the architecture program in fulfilling its mission and achieving its full potential. The architecture working group currently includes nine members consisting of practicing professionals, educators and others from related fields who will provide guidance and assistance to the program. This group will assist the architecture program through board members' actions and expertise and via the members' connections with organizations, businesses and resources. A copy of the charter is attached as Exhibit E. The charter outlines the makeup, roles and responsibilities of the joint board and the architecture working group. The first meeting of the board and the architecture working group is scheduled for April 30, 2022. Six members will attend the initial meeting in person and three will attend virtually.

Exhibit 1

The Harding architecture program will be founded on the following principles:

1. Character, Integrity & Service
   a. The teaching of ethics, honesty and personal responsibility will be incorporated throughout the curriculum
   b. The program will value diversity and actively practice inclusion in all aspects of recruiting and retention efforts for students, faculty and advisors.
   c. Students will experience community engagement through public design projects and other involvement opportunities.
   d. A service-focused worldview will be reinforced through class projects.
   e. The program will promote personal and professional responsibility to practice mercy, grace and pursue justice in all situations.

2. Technical Capabilities
   a. Curriculum and class experiences will focus on preparation for licensure and practice.
   b. Opportunities for practical experience, including constructability in addition to design and practice, will be included in the studio experience.
   c. Students and faculty alike will be encouraged to pursue and value opportunities for life-long learning.
   d. The program will strive to help students develop critical thinking skills through problem-solving exercises and research.

3. Design Excellence
   a. The fundamental role creativity and innovation play in the practice of architecture will consistently be reinforced.
   b. Passion for the work of the profession and persistent pursuit of excellence in design solutions will be developed by exposure to great design in all aspects of practice.
   c. Students will be exposed to diversity in design theory and expression through travel and research.

4. Environmental Responsibility
   a. Personal responsibility for stewardship of creation, protection of natural resources and efficiency in all aspects of construction will be foundational throughout the curriculum.
   b. Students will be encouraged to explore design of the built environment as a valid approach to remedy past social injustice and help alleviate fundamental societal inequities.
   c. Students will understand the responsibility design professionals share in not only managing the current effects of climate change, but also in mitigating the causes of future climate change.
   d. The program will demonstrate practical sustainability in the design, construction and operation of program facilities.

5. Interdisciplinary Collaboration (Interior Architecture and Design, Engineering and Construction Science)
   a. Opportunities for sharing resources, facilities and faculty responsibilities will be explored.
   b. Students will experience collaboration while learning respect for and appreciation of the contributions of other disciplines through joint projects.
   c. Practical experience related to constructability will be integrated into the curriculum through design-build projects.

6. Student Leadership
   a. Students will be encouraged to establish an internal social organization.
   b. The first cohort will establish a chapter of American Institute of Architecture Students.
   c. Students will be encouraged to participate in academic conferences, competitions and cooperation with the students of other institutions.

Exhibit 1

3. **Program and Student Criteria:**
   Harding University is committed to diversity, respect for the differences inherent therein and recognizing that diversity makes Harding a better community. The Harding Office of Diversity Services exists to promote academic and personal growth among students of diverse backgrounds and cultures based on a Christian understanding of our responsibility to practice love and respect for everyone. The Harding architecture program will actively recruit, engage and mentor students with the goal of doing our best to reflect the richness and diversity of the society in which we live and work. All students will be valued and supported through the transition to college life to enhance their experience through mentoring and by connecting them with campus resources. A key component of the mission of the Harding architecture program will be to work across the entire campus to foster a climate of justice, encourage access and equity and offer programs that educate the campus about the blessings of diversity. Harding University is committed to being a diverse community by demonstrating a Christ-like understanding of individuality and respect for all people, showing the love and modeling acceptance exemplified in the teachings of Jesus.

   To effectively integrate learning outcomes assessment in academic programs, Harding has established systematic and sustainable procedures for assessing the institution's curricular and co-curricular activities. The program will participate in Harding's annual student course evaluations and the program review process. The Harding architecture program will develop an assessment plan that aligns with both NAAB criteria and university expectations for curricular and co-curricular learning. Because this program is seeking candidacy for NAAB accreditation, we recognize there are expectations beyond those of the university for documentation of student learning both inside and outside the classroom through individual and collective opportunities. This includes, but is not limited to, international and domestic travel, field trips, participation in professional societies and organizations, honor societies, service projects and other campus and community-wide activities.

   The university assessment process allows accredited programs to use the assessment activities of student learning required for accreditation to fulfill the needs of the university assessment. In addition to compliance with NAAB evaluation and assessment requirements, regular meetings with faculty, sophomore portfolio review, project critiques and rubrics are ways in which the faculty will assess student progress, monitor multi-year strategic objectives, evaluate key performance indicators and assure the program stays true to its mission. An academic advisor will be assigned to each student to monitor their progress in the program and provide guidance and support throughout their time at Harding. In addition, the program will provide a digital student handbook that includes program policies, information and resources.

   In addition to adherence with the NAAB assessment process for program and student criteria, architecture faculty will participate in the Harding Faculty Annual Plan and Evaluation process (FAPE). This process provides the opportunity for faculty to evaluate, reflect and receive feedback on their teaching, scholarship and service during the previous year and develop a plan for the coming year. Student feedback from courses taught in the previous year is included in this process to help inform the evaluation. The goal is to encourage faculty to continue in what they are doing well and to identify areas where there are opportunities for improvement. The annual FAPE is an important part of ongoing faculty development and the rank and promotion process at Harding.

   The curriculum as a whole, as well as individual course descriptions have been developed with the goal of addressing NAAB requirements for Program and Student Criteria. As program and course development continues, individual syllabi, learning objectives and assessments will be crafted specifically to fulfill these requirements and they will be evaluated regularly to assure progress and improvement in meeting the prescribed criteria. Recommendations, critique and advice from NAAB staff and visitors will be appreciated, valued and incorporated at all levels of program development throughout the accreditation process.

Exhibit 1

4. **Curricular Framework:**

An outline of the proposed curriculum with course descriptions is attached as Exhibit B. The proposed Master of Architecture curriculum (168 hours) was developed with guidance and support from the university faculty, administration, practicing professionals, interior architecture and design faculty and appropriate academic officers. Harding University has recently completed an assessment/evaluation process of the liberal arts requirements. That process resulted in changes to the liberal arts curriculum and those changes are reflected in the proposed architecture curriculum.

Harding University uses Curriculog software to manage the curriculum and catalog. Many levels of review and approval are required as changes progress through the system. Course numbers and descriptions, ordering of classes and other details were reviewed and approved by a wide range of stakeholders in the academic community. Initial curriculum review and approval began with the Department of Art & Design faculty and the department chair. The curriculum was then reviewed and approved by the Deans' Council, the Undergraduate Academic Affairs Committee, The Graduate/Professional Academic Affairs Committee and finally, by the full university faculty. The Dean of the College of Arts and Humanities and the Provost have been integrally involved throughout program and curriculum development and both are strong supporters of the addition of this new program, as is the university president.

The curriculum has been developed to include both a Bachelor of Arts in Architectural Studies (BA-AS) and an M.Arch. degree, recognizing that not all students will persist to complete the 5-year Master of Architecture. In the spring of the second year, each student will be required to pass a sophomore portfolio review as a prerequisite to continuing in the program. In the spring of the third year, those students desiring to persist and earn an M.Arch degree will apply for admission to the graduate program. Should some choose to conclude their studies with the BA-AS (128 hours), the curricular design allows for that option. A copy of the draft catalog is attached as Exhibit C. The catalog will be published in June 2022.

5. **Resources**

Harding University is financially healthy and has plans in place to provide appropriate resources and facilities to support the architecture program. A preliminary *pro forma* was created by the Architecture Planning Committee during their feasibility investigations. An abbreviated copy of the *pro forma* is attached as Exhibit F. We believe this document is based on conservative estimates regarding both the number of incoming students and realistic retention goals.

Thanks to a generous donation, a restricted fund was created in February, 2022 to establish the first architecture scholarship for one incoming freshman in each cohort. Criteria for award include financial need, references and portfolio review. The scholarship funded by this restricted fund will continue yearly for each recipient as they progress through the program, resulting in a total of $25K for each recipient. Applications for the first annual award of this scholarship are due on Friday, April 29, 2022 and the first recipient will be announced on Friday, May 6, 2022. This scholarship fund is intended to serve as the foundation for the creation of an endowment to fund the continuation of the scholarship once the restricted fund has been depleted. In the two months since this scholarship was created, additional funds have been pledged totaling 40% of the amount required to fund the endowment.

Based on the curricular framework, the current interior architecture and design faculty, graphic design faculty and the director of the architecture program will be adequate to teach all architecture classes in year one. New faculty will be added each year (one in the second year, two in the third year and one in the fourth year, or as required) to develop and teach the classes added as each cohort progresses through the program of study. A copy of the proposed job description for the next faculty hire (anticipated in 2023) is attached as Exhibit H. An administrative assistant for the program will be added in the summer of 2022.

Exhibit 1

The current facilities plan for the architecture department begins with the program sharing space with Interior Architecture and Design in the Olen Hendrix Building in year one. Much of the curriculum is shared between these programs in the first year and it has been determined the current space will be sufficient to meet the needs of both programs based on projected enrollments. A currently identified existing building (Kendall Hall) will be renovated during year one to provide "swing space" for the architecture program beginning in year two. Additional space will be available for renovation in Kendall Hall as needed in subsequent years. Harding University has a documented history of meeting the space needs of new professional programs through renovation, addition and new construction when required. Recent examples include construction of the Farrar Center for Health Sciences for the Pharmacy and Physician Assistant programs, construction of the Pryor - England center for Engineering, construction of the Swaid center for Nursing and Communication Sciences and Disorders, renovations to the Harding South Health Sciences Campus for Physical Therapy and addition to the Mabee Center for the Carter College of Business Administration.

Equipment needs will be met through the normal budget process each year as cohorts advance through the program. Anticipated expenses are included in the *pro forma*. However, additional funding is available to help support the growth and development of the architecture program if required. Approximately $1 million annually from endowment earnings has been earmarked by the Board of Trustees to support new program development. Architecture is one of the programs that will benefit from this funding source to cover any additional expenses during program startup. Harding University will be celebrating its centennial in 2024, and a significant capital campaign is already underway. The new architecture program has been identified as a beneficiary of that campaign and is specifically mentioned in the 100th Anniversary Capital Campaign Case Study, which was approved by the Board in 2021.

Harding's Brackett Library has access to more than 500,000 online, full-text journal titles and e-books covering all areas of the curriculum, along with over 300,000 print volumes and other media, and 170 print periodicals and newspapers. The library has a print materials budget of $40,000, a print serials budget of $40,000, and an electronic resources budget of $400,000. A total of $140,000 is allocated for all print materials and print serials. Additional funds are included in the annual architecture budget for acquisitions necessary to build the architecture library. Materials not currently available at Brackett Library are provided through an interlibrary loan system. Brackett Library participates in the ARKLink program, allowing students and faculty to borrow books from other colleges and universities in Arkansas. Other services offered are electronic and print reserves and a digital archive through *Scholar Works at Harding*, the online institutional repository.

Library services include eight full-time librarians who provide research assistance, teach class sessions, and deliver individualized instruction and library tours. Each department on campus has an assigned librarian liaison who assists with purchasing and collection development, research in discipline-specific areas and instructional discipline-specific classes. Alyssa Eller, MLIS has been assigned as the librarian who will assist architecture faculty and students with research and other library-related needs.

Brackett Library continues to evaluate and review databases on an ongoing basis. A list of the current 189 databases can be found on the library's website through the A-Z database link. *Art and Architecture Source*, *GreenFILE*, *Arts and Humanities Database*, and *America: History and Life* are just a few of the architecture databases available, though architecture students can also find helpful resources in *Academic Search Complete*, *Directory of Open Access Journals*, *1findr*, *ProQuest Dissertations and Thesis*, and *JSTOR*, which has 48 titles in Architecture and Architectural History. Included in Brackett Library's digital collection are 321 architecture journals and over 4,000 architecture eBooks. A summary of current library resources as related to the architecture program is attached as Exhibit G. The program director will work with the librarian to acquire the additional resources required or recommended.

Exhibit 1

6. Public Information

For both undergraduate and graduate programs at Harding, University Communications and Marketing (UCM) is responsible for producing the university catalog and academic One Sheets, which are the primary resources for program information. These documents are updated annually and as needed to reflect any changes and assure accuracy. A web page for the Harding architecture program is currently being developed by UCM, as are other marketing and communication tools. UCM is aware of NAAB requirements for transparency and inclusion of NAAB-specific language and links in all promotional material, in the catalog and on the website.

Since planning began for this new graduate program, the department chair and program director have been meeting with the Office of Graduate and Professional Studies to coordinate the creation and dissemination of program information and marketing materials through UCM. These meetings have resulted in foundational documents addressing academic information to be used as a resource for the creation of marketing materials. All communications produced by UCM will be reviewed by the Office of Graduate and Professional Studies, the dean, department chair and program director.

To this point, there has not been a concerted effort to advertise or publicize the program, pending approval by HLC. However, board decisions, mention of the program on the Harding web site and the hiring of a director have led to numerous inquiries and several commitments from both existing and prospective Harding students. Once the HLC Institutional Actions Council officially accepts the Change Panel Recommendation, UCM stands ready to begin marketing efforts. An initial enrollment of 10 to 12 in the first cohort is anticipated and this conforms with the projections included in the pro forma.

Part Two
Proposed Timeline for Achieving Initial Accreditation

- April 2022: Application submitted
- August 2022: Enrollment of first cohort
- Fall 2022: Eligibility visit
- Spring 2023: Eligibility decision
- March/April 2023: APR-IC submitted
- Fall 2023: Visit for Initial Candidacy
- Spring 2024: Sophomore Review for the first cohort
- Spring 2024: Initial Candidacy Decision (effective 1.1.23)
- Spring 2025: First cohort applies to M.Arch program
- March 2025: APR for Continuation of Candidacy Submitted
- Fall 2025: Visit for Continuation of Candidacy
- Spring 2026: Graduate classes begin for first cohort
- Feb/March 2026: Continuation of Candidacy Decision
- September 2026: Application for Initial Accreditation in 2027
- March 2027: APR for Initial Accreditation submitted
- May 2027: Graduation of first cohort
- Fall 2027: Visit for Initial Accreditation
- Feb/March 2028: Initial Accreditation Decision (effective 1.1.27)

We understand this is not a fixed timeline. However, Harding University is committed to pursuing this timeline with every intention of meeting these markers to result in a NAAB accredited degree for the first cohort.

Exhibit 1

**Part Three
Supplemental Information**

List of Attachments:

Exhibit A: Higher Learning Commission Change Panel Review & Recommendation Letter
Exhibit B: Proposed Curriculum & Course Descriptions
Exhibit C: Draft Catalog
Exhibit D: Faculty Resumes
Exhibit E: Advisory Board Charter
Exhibit F: Architecture Program Pro Forma
Exhibit G: Summary of Current Library Resources
Exhibit H: Job Description for 2022 Faculty Search

Exhibit 1

HIGHER LEARNING COMMISSION

4/21/2022

Dr. David Burks
President
Harding University
HU 12256
915 E. Market Ave.
Searcy, Arkansas 72149

Dear President Burks,

A Higher Learning Commission (HLC) Change Panel has reviewed the following Program Substantive change application from Harding University: Request for approval to offer the Master of Architecture, 168 credit hours, and Bachelor of Arts in Architectural Studies, 133 credit hours, CIP 04.0201.

After the Change Panel submits its analysis, HLC reviews the panel's work and recommendation form to ensure it is complete. The Change Panel has recommended approval. The Institutional Actions Council (IAC), an HLC decision-making body, will act on this recommendation at its next meeting. Meeting dates are posted on the HLC website at https://www.hlcommission.org/calendar.

The Change Panel Recommendation is not final until you receive an action letter from HLC's Institutional Actions Council.

HLC policy allows the institution to submit a written institutional response to the Change Panel Recommendation that becomes part of the official record of the evaluation. IAC will read the institutional response in addition to all the documents that were considered during the review and may agree with or revise the Change Panel Recommendation.

Please complete and submit the attached form, along with any additional written response, on HLC's website at https://www.hlcommission.org/upload no later than two weeks from the date of this letter.

If HLC does not receive a response within two weeks, it will conclude that the institution concurs with the Change Panel Recommendation. More information on HLC's decision-making process is available at https://www.hlcommission.org/decision-making.

Please review the Panel's comments and contact your HLC staff liaison if you have questions.

Sincerely,

Higher Learning Commission

HIGHER LEARNING COMMISSION

FORM

Change Panel Report

Substantive Change Recommendation Form

After the panel reaches consensus, the panel chair completes this form to summarize and document the panel's view. Notes and evidence should be essential and concise—one or two bullets, 50 words maximum.

Upload the completed report to the case files on the Change Panel HLC Portal site, along with any additional materials requested during the panel review. Submit the report as a Word document and the additional materials as a single PDF file.

Institution: Harding University City, State: Searcy, AR   Date report submitted: 2/18/2022

Change requested: Harding is seeking approval to add a 5-Year Master's of Architecture program.

Part A: Analysis

1. Classification of Change(s)

   ☒ Complete

   ☐ Incomplete

   Notes or additions if marked incomplete:

2. Special Conditions

   ☒ Complete

   ☐ Incomplete

   Notes or additions if marked incomplete:

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3. Required Approvals

    ☒ Complete

    ☐ Incomplete

    Notes or additions if marked incomplete:

4. For applications regarding contractual or consortial arrangements, complete the questions below and 4a-c. Otherwise, continue to question 5.

    ☐ Contractual   ☐ Consortial   ☐ Not applicable (Skip 4a–4c)

    Check all that apply:

    ☐ On-ground delivery   ☐ Distance education   ☐ Correspondence education

    ☐ Off-campus delivery   ☐ Other:

    ☐ Complete

    ☐ Incomplete

    Notes or additions if marked incomplete:

4a. Key Services Provided by Partner

    ☐ Complete

    ☐ Incomplete

    Notes or additions if marked incomplete:

4b. Level of Programming and Enrollment Affected

    ☐ Complete

    ☐ Incomplete

    Notes or additions if marked incomplete:

4c. Overall Proportion of Affected Programs Provided by Partner

    ☐ Complete

    ☐ Incomplete

Notes or additions if marked incomplete:

5. For applications regarding competency-based education (CBE) programs, complete 5a–5e. Otherwise, continue to question 6, Essential Elements. CBE programs include direct assessment, credit-based CBE and hybrid programs, for which competencies alone are used to evaluate student achievement and progress toward a degree or certificate.

5a. The degree or certificate program is consistent with college-level work and rigor, establishing academic outcomes and competency statements comparable to similar programs offered by the institution:

☐ Acceptable

☐ Not acceptable

Evidence:

5b. The institution has submitted with its application a current credit hour worksheet OR has on file a recent (within the past three years) credit hour worksheet, which it has used to determine credit-hour equivalency for any program involving direct assessment:

☐ Complete

☐ Incomplete

Notes or additions if marked incomplete:

5c. The institution has determined that "sufficient educational activity" takes place in the CBE program and is consistent with the federal definition of the credit hour or is applied to the credit-hour equivalency used by the program (i.e., educational activity that reasonably approximates not less than one hour of classroom instruction and two hours of out-of-class work each week during a typical academic semester):

☐ Complete

☐ Incomplete

Notes or additions if marked incomplete:

5d. The program includes policies and procedures for meeting the federal requirement that "regular and substantive" interaction takes place between students and instructors:

☐ Acceptable

☐ Not acceptable

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☐ Not applicable; note that if this program is a correspondence program, the institution is also required to complete a separate Distance Delivery substantive change application.

Evidence:

5e. The institution has made a reasonable determination of what is expected of enrolled students regarding the normal time to complete the CBE program (typically expressed as "satisfactory academic progress") and uses that determination to report student progress:

☐ Acceptable

☐ Not acceptable

Evidence:

6. **Essential Elements**. The categories below relate to the evidence expected across subsections of Part 2 of the change application.

6a. Planning and design of the proposed change, including preparation for and fit of the proposed change to the institution

☒ Acceptable

☐ Not acceptable

Evidence: Harding began the visioning process for this change by examining architecture programs at other faith-based schools in the US. Apparently there are only two, and neither of those has a 5-year Master's program. If this new program is implemented, Harding will be unique in the US. Consistent with Harding's structure for proposing new programs, the interested parties developed a full vision, complemented by a Pro Forma budget analysis. That analysis suggested that there is strong interest in a 5-year Master's of Architecture, with many of the interested parties coming from their current 4-year program. Apparently, a 4-year degree allows a person to work in the field but not to be qualified as a professional architect. This proposed program would be certified by the accrediting body (NAAB) and its Master's graduates would qualify as professionals in the field. The Pro Forma and the analysis was reviewed and approved by the Dean, the upper administration, the Board of Trustees and by the faculty. It is very thorough and demonstrates integrated physical, academic and financial planning.

6b. Capacity for the proposed change, including resources and commitment of the institution. Provide an evaluation of the sufficiency, qualifications and experience of the faculty teaching the discipline and at the level of the proposed change.

☒ Acceptable

☐ Not acceptable

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Evidence: The university will recruit a Director of the new program, who will oversee faculty, marketing and instruction. All First Year architecture students will take classes with 4-year Interior Design students; the university has the capacity for such increased enrollment. The Board of Trustees has approved a distribution of endowment earnings (approximately $1 Million per year) as well as an allocation from the 2024, 100th anniversary capital campaign toward any future expenses of the Master's of Architecture program. Those funds will be used to hire additional faculty in future years (anticipated to be five new faculty over time) and to provide any necessary equipment and building renovations. Current faculty and current classes are capable of supporting the first year of the new Master's of Architecture students. The university has identified a practicing architect who has extensive experience in the field as well as an ongoing relationship with the university as the person who will serve as Director of the new program.

6c. Services and support for the proposed change

  ☒ Acceptable

  ☐ Not acceptable

Evidence: Harding is a small Christian University with about 5,000 students. It has a main campus in Searcy, AR as well as three remote campuses in the US. It offers programming at six international locations. The facilities (e.g., buildings, laboratories, library) at Harding appear to be sufficient to support students and faculty in the new program. Harding has an explicit expectation of, and provides support for professional development, including travel to and participation in professional conferences. Such support and expectation is currently available to faculty and will be part of the Master's of Architecture program for students. A donor-funded, needs-based scholarship has been established to support students in the Master's of Architecture program.

6d. Evaluation, assessment and improvement processes for the proposed change

  ☒ Acceptable

  ☐ Not acceptable

Evidence: The university will pursue accreditation through the National Architecture Accrediting Board (NAAB), which will guide and oversee evaluation. NAAB certification begins with Initial Candidacy, followed by Continuation of Candidacy, then Initial Accreditation and finally Continuing Accreditation. All four stages are prescribed in depth by NAAB, including class content and evaluation of student performance. Ongoing faculty evaluation follows a Faculty Annual Plan and Evaluation (FAPE) process in which each faculty member reflects on his/her annual activities, including student evaluations. The annual review document is discussed with a person's supervisor, gaining clarity and approval (or redirection) for teaching, service and scholarship. Both FAPE and NAAB will ensure that program performance in the Masters of Architecture program is routinely assessed.

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6e. Quality and integrity of the proposed change, including potential positive or negative effects

☒ Acceptable

☐ Not acceptable

Evidence: As Harding prepares for the NAAB process, they are developing a semester-by semester assessment and evaluation plan which includes strategic evaluation at the sophomore level, helping facilitate decisions between continuing in the 5-year Master's program vs. completing the 4 year undergraduate program. Further, consistent with NAAB, Harding's student assessment plan will include evaluating understanding of health and safety in the built environment, professional practice, regulatory context, technical background, design synthesis and building integration. Those six NAAB-required elements will ensure that this new program is assessed routinely, allowing the institution to monitor and maintain quality and integrity,

Part B: Recommendation and Rationale

Recommendation:

☒ Approve request

☐ Approve modified request

☐ Deny request

Note: In the exceptional circumstance that the panel determines that a decision requires information only available through an on-site visit, check here: ☐

Explain the determination in the rationale section below and submit the form without completing the other sections. HLC staff will review the recommendation of an on-site visit for appropriateness and for consistency with HLC practice and may contact the panel.

Rationale for the panel's recommendation to approve (100 words maximum): If the recommendation is a modification of the institution's request, make clear how the panel modified the original request.

Harding has a strong undergraduate program that includes an Interior Design and Architecture major. The University has completed a visioning, design and budget analysis which convincingly demonstrates that a new 5-year Master's of Architecture degree is likely to be self-sufficient within one year of initiation. The university has existing capacity and allocated budget to make success of the new program likely.

Rationale for the panel's recommendation to deny: If recommending denial of the request, explain what was inadequate.

Clarification of Information: If applicable, identify the dates and topics of any requests for clarification or communication with the institution and the results. Copy and paste that communication and any materials received at the end of this report, or upload them as a single PDF file to the case files on the Change Panel HLC Portal site.

Stipulations or limitations on future accreditation relationships: If recommending a change in the institution's level for review of future changes (locations, programs, delivery, etc.), state both the old and new level and provide a brief rationale for the recommended change. Check the Institutional Status and Requirement (ISR) report for the current wording.

Monitoring: In limited circumstances, the panel may call for a follow-up interim report. (Note that some types of substantive changes have built-in follow-up reviews; for example, the Campus Evaluation Visit.) If the panel concurs that a report is necessary, indicate the topic, timeline and expectations for that monitoring.

EXHIBIT B

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Prefix	Number	Title	Credit Hours	Term(s) Offered	Course Description	Prerequisites (If prerequisite requires a grade other than a C, then please indicate this below)	Corequisites	Fee	Primary Course type:	Secondary Course type:	Type of Grades
ARCH	1010	Intro to the Built Environment	3	Fall	Introduction to the professions of architecture, interior architecture, and related professions. Includes an explanation of career options and the paths to becoming a licensed professional. Fundamentals of design are introduced and applied in design exercises.				Lecture		Standard Letter Grades
ARCH	1020	Architectural Graphics I	3	Fall	Introduction to the basics of architectural graphics utilizing manual techniques applied using a variety of methods and media. Six studio hours per week.				Lab		Standard Letter Grades
ARCH	1060	Architectural Graphics II	3	Spring	Development of architectural representational graphic techniques and visual communication with a focus on sketching, perspective, and rendering. Six studio hours per week.	Prerequisite(s): ARCH 1020 with a grade of D or higher			Lecture		Standard Letter Grades
ARCH	1080	Human Behavior & Built Environment	2	Spring	Study and application of the concept of spatial organization, how it is affected by human behavior, and how it influences human behavior. An exploration of how the built environment is shaped by the design process from individual spaces to urban environments. Four hours of studio per week.	Prerequisite(s): ARCH 1010 and ARCH 1020 with a grade of D or higher			Lab		Standard Letter Grades
ARCH	2210	Architectural Graphics III	3	Fall	Advanced architectural graphics utilizing digital modeling platforms. Students are required to have access to a laptop adequate to run instructor-designated software. Six studio hours per week.	Prerequisite(s): ARCH 1060 with a grade of D or higher			Lab		Standard Letter Grades
ARCH	2500	History and Theory of Architecture I	3	Fall	An introduction to the history of architecture and urbanism in major world cultures from prehistory through the mid to late 1700's.				Lecture		Standard Letter Grades
ARCH	2610	Architecture Studio I	5	Fall	An introduction to the architectural design process and presentation methods explored through projects focused on environments for living. An exploration of how the design process responds to multiple influences including site, scale, and social context. Eight studio hours per week.	Prerequisite(s): ARCH 1060 and ARCH 1080 with a grade of D or higher	Corequisite(s): ARCH 2210		Lab		Standard Letter Grades
ARCH	2700	History and Theory of Architecture II	3	Spring	A study of the history of architecture and urbanism in major world cultures from the mid to late 1700's through the late-20th century. An exploration of the influence of technological and cultural influences on the development of design and planning.	Prerequisite(s): ARCH 2500			Lecture		Standard Letter Grades
ARCH	2780	Architecture Studio II	5	Spring	A study of the design conceptualization and implementation process explored with projects focused on providing shelter and social support through the built environment with a focus on relationships between natural and constructed environments. Eight studio hours per week.	Prerequisite(s): ARCH 1600, ARCH 2210, ARCH 2610			Lab		Standard Letter Grades
ARCH	2800	Structural Systems I	3	Spring	An introduction to basic foundation and structural systems including the factors that influence the selection and design of those systems considering safety, longevity, and sustainability.	Prerequisite(s): PHYS 2010, PHYS 2010L			Lecture		Standard Letter Grades
ARCH	3200	Environmental Systems	3	Fall	An introduction to environmental systems for buildings including heating, ventilation, air conditioning, plumbing, and fire protection. Explores the factors that influence the selection and design of those systems including indoor environmental quality, performance, and energy conservation.	Prerequisite(s): ARCH 2780			Lecture		Standard Letter Grades

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ARCH	3400	Structural Systems II	3	Fall	The study of structural systems for buildings including concrete, masonry, wood, steel, integrated assemblies, and emerging systems and how those systems are influenced by compliance with regulatory requirements and site-specific conditions.	Prerequisite(s): ARCH 2800	Lecture	Standard Letter Grades
ARCH	3610	Architecture Studio III	5	Fall	Continued development of visual, written, and oral communication skills exercised through design projects of increasing scope, complexity, and context. Project parameters include interpersonal relationships, social and cultural context, relevant business and economic considerations, and professional ethics. Eight studio hours per week.	Prerequisite(s): ARCH 2780, Passing Sophomore Portfolio Review	Lab	Standard Letter Grades
ARCH	3780	Architecture Studio IV	5	Spring	An exploration of the collaborative nature of the design process and the architect's role in the leadership of multi-disciplinary teams through the creation of positive and respectful working environments among diverse stakeholders. Projects will involve coordination with students in Interior architecture, engineering, and construction science programs. Eight studio hours per week.	Prerequisite(s): ARCH 3200, ARCH 3400, ARCH 3610	Lab	Standard Letter Grades
ARCH	3800	Building Technology	3	Spring	A study of electrical systems for buildings including power, lighting, life-safety, data/communications, and other auxiliary systems. Explores the impact on the environment of decisions regarding factors of performance, resilience, and adaptability.	Prerequisite(s): ARCH 3200	Lecture	Standard Letter Grades
ARCH	3820	History and Theory of Architecture III	3	Spring	Examines the history and theory of modern and contemporary architecture combined with discourse on the evolution, context, and implications of a variety of formative architectural concepts and conjectures. Students will develop critical thinking skills as they explore how perception has affected architecture in the past and how it can contribute to greater awareness and understanding of the profession in the future.	Prerequisite(s): ARCH 2700, ARCH 3610	Lecture	Standard Letter Grades
ARCH	4100	Architectural Travel	3	Summer	An exploration of how architectural history has influenced modern architecture with an emphasis on the urban built environment. Includes lectures, site visits, and seminars as well as options for individual research and special topics.	Prerequisite(s): ART 1010, ARCH 3820, ARCH 2700	Lecture	Standard Letter Grades
ARCH	4200	Building Envelope	3	Fall	The study of exterior roof, wall, and cladding systems for building enclosure including integrated assemblies and how those components impact environmental systems and controls. Considerations for thermal performance, passive solar techniques, and natural lighting will be explored.	Prerequisite(s): ARCH 3400, ARCH 3800	Lecture	Standard Letter Grades
ARCH	4800	Building Systems Integration	3	Spring	Exploration of the physical and functional interface between various building systems and components with emphasis on improving the health, safety, and welfare of building users and reducing the impact of building systems on the environment.	Prerequisite(s): ARCH 4200	Lecture	Standard Letter Grades
ARCH	5610	Advanced Architecture Studio I	5	Fall	Experiential application of the programming, design, and documentation process exercised through collaboration with a local non-profit to design a simple building project. Buildable projects will be selected with consideration for their benefit to people of varying socio-economic backgrounds, resources, and abilities. Projects will involve collaboration between disciplines. Eight studio hours per week.	Prerequisite(s): ARCH 3780, Acceptance to M.Arch.	Lab	Standard Letter Grades

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ARCH	5780	Advanced Architecture Studio II	5	Spring	This studio will focus on the completion of the project designed in ARCH 5610. Students will gain hands-on experience with multiple aspects of project delivery, including scheduling and deadlines as they collaborate and participate directly in the construction of the project. Eight studio hours per week.	Prerequisite(s): ARCH 5610		Lab	Standard Letter Grades
ARCH	5800	Professional Practice	2	Spring	Relationships, regulations, and responsibilities related to architectural practice with an emphasis on professional ethics. Course material includes fundamental business procedures, organization, risk management, and documents in preparation for the internship.	Prerequisite(s): ARCH 5610		Lecture	Standard Letter Grades
ARCH	5870	Architecture Internship	0	Summer	Ten-week internship with an approved architectural firm, public or private agency. Students will prepare a post-internship report per program guidelines.	Prerequisite(s): ARCH 5780, ARCH 5800		Internship	CR/NC
ARCH	6410-6419	Special Topics in Architecture	0-3 hours	Fall, Spring, Summer	Research and verbal/written/graphic documentation on an approved, individually selected architectural design project or subject matter intended to further the study and practice of architecture. Innovative projects or subjects will be chosen with the goal of developing critical thinking skills, solving existing problems, and enhancing the quality of life through improvements to the built environment. A maximum of 6 hours may be earned in ARCH 6410-6419.	Prerequisite(s): ARCH 5780		Lecture	Standard Letter Grades
ARCH	6500	Design Research	3	Fall	Introduction to the research process as it relates to architecture and the built environment including strategies for qualitative and quantitative research techniques. Includes the exploration of methods for communicating both the problems necessitating the research and the research results.	Prerequisite(s): ARCH 3400, ARCH 3800	Corequisite(s): ARCH 6610	Lecture	Standard Letter Grades
ARCH	6610	Advanced Architecture Studio III	6	Fall	Selection, presentation, and approval of the master's thesis project. Design of research methodologies and implementation/documentation of research for the approved project. Ten studio hours per week.	Prerequisite(s): ARCH 5780	Corequisite(s): ARCH 6500	Lab	Standard Letter Grades
ARCH	6780	Advanced Architecture Studio IV	6	Spring	Design, documentation, and verbal/written/graphic presentation of the solution to the approved master's thesis project. Ten studio hours per week.	Prerequisite(s): ARCH 6610		Lab	Standard Letter Grades
ARCH	6800	Advanced Professional Practice	2	Spring	Advanced study of architectural practice, legal, and office organization structures. Basic principles of human resource management, project administration, accounting practices, consultant relationships, legal documents, and project delivery options.	Prerequisite(s): ARCH 5780		Lecture	Standard Letter Grades

EXHIBIT C

Exhibit 1

Harding University

[Archived Catalog]

Architecture, (AARC) BA/MArch

Accelerated Program

This curriculum makes it possible for qualified students to complete both a Bachelor of Arts in Architectural Studies and a Master of Architecture in five years. Students will declare the B.A. in Architectural Studies as their undergraduate major in year one and apply for the accelerated M. Arch. program in year three. Students who are accepted and complete the accelerated program will be awarded both degrees at the end of the fifth year. A minimum GPA of 3.0 is required for graduation with the M.Arch. degree.

M.Arch. Application

To apply for the Masters of Architecture program students must have an overall GPA of 2.5 and a major GPA of 2.75 and submit a portfolio of work and an essay as outlined by the department. Applications are due in January of the third year.

Requirements

Liberal Arts: 35 Hours

All majors at Harding are required to complete 53 hours of Liberal Arts studies. The following Liberal Arts courses are required and are met within the content of the major:

- ART 1010 satisfies 3 hours of the Creative Spirit component.
- MATH 2300, or MATH 1330 and MATH 1340 satisfies 3 hours of the Natural World component.
- PHYS 2010 satisfies 3 hours of the Natural World component.
- The option between BHIS 3030, BMIS 3000, BMIS 3020, or BMIS 3080 will satisfy 3 hours of the Global Perspective component.
- HUM 2730 taken during international travel for 6 hours will satisfy 3 hours of Global Perspective and either 3 hours of Creative Spirit component or the western civilization requirement in the Historical Perspective component.

Undergraduate Requirement: 94 Hours

Students must pass the Sophomore Portfolio Review (see explanation below)

- ARCH 1010 - Intro to the Built Environment Credit Hours: 3
- ARCH 1020 - Architectural Graphics I Credit Hours: 3
- ARCH 1060 - Architectural Graphics II Credit Hours: 3
- ARCH 1080 - Human Behavior & Built Environment Credit Hours: 2
- ARCH 2210 - Architectural Graphics III Credit Hours: 3
- ARCH 2500 - History and Theory of Architecture I Credit Hours: 3
- ARCH 2610 - Architecture Studio I Credit Hours: 5
- ARCH 2700 - History and Theory of Architecture II Credit Hours: 3
- ARCH 2780 - Architecture Studio II Credit Hours: 5
- ARCH 2800 - Structural Systems I Credit Hours: 3
- ARCH 3200 - Environmental Systems Credit Hours: 3
- ARCH 3400 - Structural Systems II Credit Hours: 3

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- ARCH 3610 - Architecture Studio III Credit Hours: 5
- ARCH 3780 - Architecture Studio IV Credit Hours: 5
- ARCH 3800 - Building Technology Credit Hours: 3
- ARCH 3820 - History and Theory of Architecture III Credit Hours: 3
- ARCH 4100 - Architectural Travel Credit Hours: 3
- ARCH 4200 - Building Envelope Credit Hours: 3
- ARCH 4800 - Building Systems Integration Credit Hours: 3
- ART 1010 - Art Appreciation Credit Hours: 3
- ART 1600 - Design Foundations I Credit Hours: 3
- ART 3750 - Visual Aesthetics and the Biblical Perspective Credit Hours: 3
- BHIS 3030 - Living World Religions Credit Hours: 3

  or BMIS 3000 - The World Christian Credit Hours: 3

  or BMIS 3020 - Development Ministry Credit Hours: 0, 3

  or BMIS 3080 - Missionary Anthropology Credit Hours: 3
- HUM 2730 - World Civilization/Humanities Credit Hours: 2-6

  (Must be taken for 6 hours to receive Global Perspective and Creative Spirit credit)
- MATH 2300 - Precalculus Credit Hours: 5

  (This requirement may be met with MATH 1320 or MATH 1330 and MATH 1340.)
- PHYS 2010 - College Physics I Credit Hours: 3
- PHYS 2010L - LAB: College Physics I Credit Hours: 1
- 3 hours from ARCH, CVLE, IDA, or Business

Remaining Bible/Electives: 4 Hours

ART 3750 is required in the major and will count as Bible in the semester taken.

See Bible Class Enrollment policy here.

Undergraduate Total Hours: 133

Graduate Requirement: 35 Hours

- ARCH 5610 - Advanced Architecture Studio I Credit Hours: 5
- ARCH 5780 - Advanced Architecture Studio II Credit Hours: 5
- ARCH 5800 - Professional Practice Credit Hours: 2
- ARCH 5870 - Architecture Internship Credit Hours: (0)
- ARCH 6500 - Design Research Credit Hours: 3
- ARCH 6610 - Advanced Architecture Studio III Credit Hours: 6
- ARCH 6780 - Advanced Architecture Studio IV Credit Hours: 6
- ARCH 6800 - Advanced Professional Practice Credit Hours: 2
- 6 hours from ARCH 6410-6419 and/or ARCH elective(s)

Total hours: 168

Note: Sophomore Portfolio Review

The sophomore portfolio review is intended to provide feedback on the student's artistic and technical growth progress. At the review, we will be assessing drawing and composition skills, design skills, technical knowledge, presentation skills, ability to discuss and exhibit work, and the student's level of knowledge about current professional activity in his or her program area.

EXHIBIT C

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Sophomore portfolio review for Architecture majors: Required after the student has completed: ART 1600, ARCH 1010, ARCH 1020, ARCH 1060, ARCH 1080, ARCH 2210, ARCH 2610. The student must also have a minimum GPA of 2.0 in all university courses and a GPA of 2.25 in all art and design courses. Passing the Sophomore Portfolio Review is a prerequisite to ARCH 3610. The remaining 2000-level courses are intended to reinforce and expand the skills necessary for junior-level studio courses.

Program Fee

All majors pay a fee of $250 per semester in the first year and $600 per semester for the following years.

Exhibit 1

Amy Cox, M.F.A.
Associate Professor of Interior Design
College of Arts & Humanities
Harding University
acox@harding.edu

Academic Background

M.F.A. Masters of Fine Art, Collaborative Design, John Brown University, Siloam Springs, AR, 2020

M.B.A. Masters of Business Administration, Harding University, Searcy, AR, 2007

B.S. Bachelors of Science, Interior Design, Harding University, Searcy, AR, 1993

Professional Certifications

National Council for Interior Design Qualification, #138687, 2003 (2003 – present)

Professional Memberships

American Society of Interior Designers (ASID), Professional Educator Membership, 2005-present
International Interior Design Association (IIDA), 2015-2016
Interior Design Educators Council (IDEC), Professional Membership, 2005 - present
American Society of Interior Designers (ASID), Professional Membership, 2003-2005
American Society of Interior Designers (ASID), Allied Membership, 2000-2003
International Interior Design Association (IIDA), Industry Partner, 2000-2001

Work Experience

Department Chair, Department of Art and Design, Harding University (August 2020), Searcy, Arkansas.
Associate Professor, Harding University (May 2020), Searcy, Arkansas.
Assistant Professor, Harding University (August, 2007 – May 2020), Searcy, Arkansas.
Assistant Instructor, Harding University (August, 2001 - May, 2007), Searcy, Arkansas.
Interior Designer, Part time, Stuck Associates Architects (August, 2001 - July, 2002), Little Rock, Arkansas.
Interior Designer, Stuck Associates Architects (April, 2000 - August, 2001), Little Rock, Arkansas.
Adjunct Instructor, Harding University (January, 2000 - May, 2001), Searcy, Arkansas.
Independent Sales Representative, Stoermer Group (January, 1999 - March, 2000), Little Rock, Arkansas.
Account Manager, Innerplan Office Interiors (October, 1997 - December, 1998), Little Rock, Arkansas.
Interior Design Coordinator, University of Arkansas for Medical Sciences Facilities Planning Department (October, 1993- September, 1997), Little Rock, Arkansas.
Interior Designer, C.C. McKay (July, 1993 - September, 1993), Searcy, Arkansas.
Interior Designer, Lee Architects and Interior Design (April, 1993 - June, 1993), Denver, Colorado.

Exhibit 1

Paid Service Experience

2014: Susan Martin, Design services for the home of Susan and Kraig Martin.
2014: Main Street Medical Center, Design services for the lobby of the Main Street Medical Center.
2014: Judy Hoggard, Design services for the home of Judy and Phil Hoggard.
2013: Jennifer and Nathan Mills, Design services for the home of Jennifer and Nathan Mills.
2006: Harding University Vice President, Design work for the Vice President, Dr. Jim Carr, office suite.
2005: Harding University Admissions Department, Design work for Admissions department office suite.
2004: Harding University Health Services Building, Design services for the Health Services department remodel.

Teaching Activities

Course (New) - Creation/Delivery: Conventional
2018 – IDA 361 Interior Design Studio III
2013 - IDA 108 Space Planning and Human Behavior.
2007 - ART 478 Advanced Interior Design. (Thesis)
2004 - ART 476 Interior Design Studio III.
2003 - ART 460 Professional Practice.
2002 - ART 374 Modern Architecture and Interior Design.
2002 - ART 371 Lighting for Interior Design.
2001 - ART 263 Interior Components.
2001 - ART 262 Construction Systems.

Other Teaching Activities
2011, 2013: Guest Lecture - Creativity and the design process in business to MBA class.

2015: Presenter: The ACTS Experience

Service to the Institution

Department Assignments
2012-present: Art and Design International (ADI) Program Director
Planned and directed trips to Europe in 2012, 2016, 2021
2014-2018: Interior Design Program Director
2014 – 2017: Council for Interior Design Accreditation (CIDA) Program Coordinator
2014-2018: Art and Design Academic Leaders Committee
2007-2009: Organized Art and Design Departmental Chicago Trip

University Assignments
Chair:
2021-2022: Alternative Workload Committee – FLC assigned
2016-2019: Faculty Constitution and Bylaws Advisory Sub-Committee

2009-2010: Environmental Stewardship Committee

Member:
2021: University Chapel Committee
2016-2019: Faculty Constitution and Bylaws Advisory Committee
2014-2018: Undergraduate Academic Leaders Committee
2013-2018: Undergraduate Academic Affairs Committee
2014 – 2015: University Standards Committee
2008-2009 – 2009-2010: Environmental Stewardship Committee
2006-2007: Harding University Branding Committee

College Assignments
2015-2017: College of Arts and Humanities Faculty Development Grant
Committee

Global Outreach
Trip Director:
Summer 2019: Human Centered Design Workshop, Ghana, West Africa
Summer 2018: Human Centered Design Workshop, Cap Haitien, Haiti
Team Member:
Summer 2017: Human Centered Design Workshop, Cap Haitien, Haiti

Facilitator/Speaker
2019: Co-presenter: Center for Teaching and Learning
    Design Thinking in the Classroom

2019: Presenter and workshop facilitator: Waldron Center for Entrepreneurial
Studies
    Design Thinking: a creative and collaborative approach problem-solving

2014: Moderator: Harding Faculty Pre-session Conference, Searcy, Arkansas.

Other Institutional Service Activities:

2019-2020: Architecture Program Survey Committee

2013-2014: Third Floor Olen Hendrix Project Coordination
Worked with colleagues and students to design the Interior Design program
space on the third floor of the Olen Hendrix building. Coordinated with physical
resources, purchasing, networking and IS&T on the renovation of the space.

2011-2012: Teaching Christianly - Film Project

2007 – 2012: Program Coordinator: Council for Interior Design Accreditation (CIDA)
Accreditation related activities: Ongoing Program assessment and changes -
2005 to present, Accreditation granted August 2009, Site Visit April 2009,
Program Analysis Report January 2009, Interior Design Advisory Board meetings
2007, 2008, 2009, 2010, Proposed catalog changes Fall 2006, Proposal to
Administration for moving Interior Design program Fall 2006, Attended CIDA
workshop Spring 2006, Program/ Curriculum assessment 2005 - present,
Proposal to Administration for Accreditation Fall 2004

Service to the Profession

Board Member.
    2017-2019: Professional Development Chair - South Central Chapter of the American Society of Interior Designers

Conference Planning.
    2018 & 2019: Co-Chair South Central Chapter of the American Society of Interior Designers *Design Summit*: Conference, Student Competition, and Gala

    2018: Co-Chair Interior Design Educator Council Regional Conference

Student Organization.
    2001-2014 & 2017-present: Sponsor: American Society of Interior Designers Harding Chapter

    Co-Coordinated ASID Student Career Day: Harding University, 2012

    Organized Trips to ASID Student Career Day: Jackson, MS, 2019, Fayetteville, AR, 2018, Shreveport, LA 2016, Hattiesburg, MS 2014, Clinton, MS 2013, Ocean Springs, MS, 2011 New Orleans, LA, 2011 Hattiesburg, MS, 2009 Baton Rouge, LA, 2008 Little Rock, AR, 2007 Greenwood, MS, 2006 New Orleans, LA, 2005 Hattiesburg, MS, 2004

Service to the Community

Pro Bono Design services.
2016-2019: Sparrows Promise Renovation Project
2019: Daily Citizen Pocket Park Project
2018: Downtown Church of Christ Children's Wing

Committee Member.
2017-2018: Think ART. Non-profit community organization promote art in Searcy

Non-Profit Board Member.
2016-current: Make.Do. Non-profit community ministry to create connection through creativity. Board Chair 2017-current

Church Service
    Teacher
    2013 – 2014: Women's Bible Classes- Cloverdale Church of Christ
    2004 – 2012: Women's Bible Classes - Cloverdale Church of Christ

    Educational Director
    2014 – 2015: Women's Education Ministry Leader- Cloverdale Church of Christ
    2006 – 2011: Women's Education Ministry Leader - Cloverdale Church of Christ

Committee Member

Exhibit 1

2004 – 2006: WINGS (Women in Gods Service) Committee Member

Presentations
2017: Global Missions Experience speaker
2015: Harding Bible Lectureship speaker
2011: Harding Bible Lectureship speaker
2005: Chenal Valley Church of Christ Women's Retreat speaker
2005: Harding Bible Lectureship speaker

Other Community Service Activities
2009 – 2013: Foster Care, Served as a full-time foster family for five foster children.
2021: Contributor to Black Founders Summit by Remix Idea Studio, Little Rock, AR

Professional Development

Instructional-Related Conference Attendance

2021: Interior Design Educators Council (IDEC) International Conference, Online
2020: Interior Design Educators Council (IDEC) International Conference, Tulsa, Oklahoma
2019: University & College Designers Association (UCDA) Conference, Johnson City, Tennessee
2018**:** Interior Design Educators Council (IDEC) Regional Conference, Little Rock, Arkansas
2018: Interior Design Educators Council (IDEC) International Conference, Boston Massachusetts
2017: Interior Design Educators Council (IDEC) Regional Conference, Dallas, Texas.
2013: Interior Design Educators Council (IDEC) International Conference, Indianapolis, Indiana. Served as a secret reviewer for presentations.
2010: Interior Design Educators Council (IDEC) International Conference, Atlanta, Georgia. Served as secret reviewer for poster presentations.
2009: Interior Design Educators Council (IDEC) International Conference, St. Louis, Missouri.
2006: Interior Design Educators Council (IDEC) International Conference, Austin, Texas. Attended Designing for the Homeless workshop, Teaching Tidbits workshop and Lighting and Legislation workshop
2005: Interior Design Educators Council (IDEC) International Conference, Scottsdale, Arizona. Attended FIDER Challenge Workshop and Sustainable Design Workshop

Presentations

2019: University & College Designers Association (UCDA) Conference, Johnson City, Tennessee.
It's Time for a Design Revolution: using collaboration, human-centered design, and cross-discipline design methods to improve the future of higher education.

2018**:** Interior Design Educators Council (IDEC) Regional Conference, Little Rock, Arkansas.
A Human Centered Design Project: A multi-cultural and cross discipline design thinking exercise.

Exhibit 1

2018: Interior Design Educators Council (IDEC) International Conference, Boston, Massachusetts.
> *What is the assessment method used to advance interior design students into*
upper level course work?
>> Other Panel Participants: Sally Ann Swearingen, Idec, ASID, IIDA, Steven F. Austin University, Alana Pulay, Oklahoma State University, Amy Roehl, Texas Christian University, Elizabeth Pober, Colorado State University

Professional Seminars / Workshops

2021: Inclusion, Diversity, and Equity Workshop, IDEC conference
2013: Interior Lighting Design for Educators: Integrating Environmental Responsibility, Innovation and Technology - Part I &II, Indianapolis, Indiana.
2013: Council for Interior Design Accreditation Workshop, Indianapolis, Indiana.
2008: Leadership in Energy and Environmental Design (LEED) Commercial Interiors Workshop, Springdale, Arkansas.
Attended with Students
2006: Council for Interior Design Accreditation Workshop, Scottsdale, Arizona.

Honors/Awards

Award
2015: ASID South Central Chapter Educator of the Year, American Society of Interior Designers.
2012: Service Award, American Society of Interior Designers.
2001: Service Award, American Society of Interior Designers.

Greg Clayton, M.F.A.
Associate Professor
College of Arts & Humanities
Harding University
gclayton@harding.edu

Academic Background
M.F.A.
M.F.A.   Eastern Michigan University, Ypsilanti, MI, Sculpture, 1985
B.Sc.
B.Sc.   Harding University, Searcy, AR, Art (Math minor), 1980

WORK EXPERIENCE

Work Experience
Associate Professor of Art & Design, Harding University, Department of Art & Design (August, 2004 - Present).
Coordinator Fine Arts Program, Harding University, Department of Art & Design (2015- Present)
Adjunct Instructor, Harding University, Department of Art & Design (August, 2001 - May, 2002).
Assistant Professor of Art, Harding University, Department of Art (August, 1985 - December, 1992).
Graduate Teaching Assistant, Eastern Michigan University (January, 1984 - May, 1984).   Sculpture I course. This was the first time that a GA had been invited to teach this course at EMU.
Graduate Teaching Assistant, Eastern Michigan University (August, 1983 - December, 1983).

TEACHING
Courses Taught

2021-22 (Harding University)
Art 1600 Design Foundations I
Art 2600 Design Foundations II
Art 2900 Sophomore Portfolio Review
Art 3140 Fine Arts Studio
Art 3141 Fine Arts Studio
Art 3142 Fine Arts Studio
Art 3143 Fine Arts Studio
Art 3144 Fine Arts Studio
Art 2400 Special Studies - Chicago Trip
Art 4750 Independent Study
Art 4400/4410/4420 Advanced Studio
Art 4710 Internship In Art

2020-21 (Harding University)
Art 1600 Design Foundations I
Art 2600 Design Foundations II
Art 2900 Sophomore Portfolio Review
Art 3140 Fine Arts Studio
Art 3141 Fine Arts Studio
Art 3142 Fine Arts Studio
Art 3143 Fine Arts Studio
Art 3144 Fine Arts Studio
Art 2400 Special Studies
Art 4750 Independent Study

Art 4400/4410/4420 Advanced Studio
Art 4500/4501 Senior Seminar
Art 4710 Internship In Art

2019 (Harding University)
Art 1600 Design Foundations I
Art 2600 Design Foundations II
Art 3140 Fine Arts Studio
Art 2400 Special Studies
Art 4750 Independent Study
Art 4400 Advanced Studio
Art 4500 Senior Seminar

These courses were taught between 1983 and 2009 (some course numbers and titles have changed since then.)

Art 101 Introduction to Art (Eastern Michigan University)
Art 310 Sculpture (Eastern Michigan University)
Art 101 Art Appreciation
Art 220 Technical Drawing I (I redeveloped the course to incorporate CAD technologies.)
Art 221 Technical Drawing II (I redeveloped the course to incorporate CAD technologies.)
Art 220 Introduction to Computer Graphics (I developed this course for the department.)
Art 373 History of Interior Design and Decoration
Art 300 Watercolor
Art 345 Printmaking I: Relief/Intaglio
Art 365 Printmaking II: Serigraphy and Lithography
Art 349 Graphic Design I
Art 350 Graphic Design II
Art 375 Visual Aesthetics
Art 400 Sculpture I
Art 401 Sculpture II
Art 433 Modern Art History
Art 375/575 Visual Aesthetics
Art 450 Senior Seminar

Teaching Activities
Program Assessment Projects
2014 - Art & Design Department support of faculty-wide reviews of student work. (2011-present)
      Ongoing work managing and refining the faculty-student feedback process, and preparing the actual student summaries
      for all reviewed students.

      I developed a process for returning aggregated faculty feedback to students for our existing faculty-wide critiques of
      individual students.
      I developed web-based interfaces for faculty feedback to students in faculty-wide critiques/reviews of individual students.
      I manage data collation and generation of feedback summaries for students and for grading.

      I perform this for:
      — Sophomore Portfolio Reviews
      — Senior Fine Art Exhibit Reviews,
      — Senior Graphic Design Exhibit Reviews
      — Senior Portfolio Reviews
        [each of which involve distinct content, format and reviewers.]

      Background: Our department faculty participate in several reviews of individual students at two stages of their program.
      We review Sophomores prior to progression to upper level coursework, and we complete two reviews of for Seniors — we
      review both their capstone art exhibits and their pre-professional portfolios. In a typical school year, some faculty
      members may complete over 50 such reviews -- each involving a short questionnaire as well as written and/or verbal

feedback for the student. The time spent by faculty and staff had grown year by year. Gradually the time needed to create each review, compile the results into summary data for a final recommendation, and then provide a summary report for each student began to cause delays in the return of feedback to the students. Faculty were also necessarily providing abbreviated comments due to hand-writing feedback, rather than typing comments. Further, transcription of handwritten comments delayed the summaries and, often, diminished the accuracy of the student feedback -- both handwriting legibility and art-design nomenclature unfamiliar to staff secretaries led to errors.

My goals were:
to facilitate less faculty time attending to the paperwork of the reviews,
to encourage more thorough and clear written individual feedback for students from faculty,
to minimize error and reporting delays and, generally,
to enable us to appear (and be) more professional in our feedback and in the feedback process itself.

I developed GoogleDoc based questionnaires for each of our types of review. At present there are four active variations on these review questionnaires.
The main challenge was to compile the faculty feedback, student-by-student, generate summary data and return that information in a orderly, comprehensible way. We have tried several variations on this process. Thus far, I spend time following each review compiling the summaries.

We believe that broad faculty feedback carries a weight that the individual classroom professor does not easily render -- thus, our group feedback experiences are deemed valuable to our curriculum. If we can efficiently use the time involved in delivering thorough feedback, we believe we can direct our students towards a more successful growth path than might otherwise be feasible within existing load constraints.

At present I am working with a software programming student to develop a more fully automated process so that the time I spend on the student summaries can be eliminated. We aim for a process streamlined so that a staff worker can manage the feedback data and summaries with little or no supervision.

Other Teaching Activities

2019-present
> Learn tactics and strategies and technical setup issues related to remote learning, applied to existing course designs. Extensive work requiring redesign of web-based course content to be redeployed using university-imposed Canvas technologies and formats.
> Develop Semester Portfolio concept for studio courses, allowing ongoing posting, viewing, grading, and comment/critique of visual creative work and process. Gradually revised for individual courses, and in response to ongoing discovery of both flaws and opportunities.

2014 - Course Content Website for 2D Design
(2005-present)
> Site content has evolved over the past decade or so, but is used to provide students with basic information about course topics and assignments. Several components of the course that are not addressed well in our text are dealt with so that in-class content is reinforced, and student accountability for content is more reasonable. Creative process, along with design analysis and modes of critical perception of form, particularly are elaborated here. Links to online galleries, artist's sites and videos of performance and installations expand the course beyond static images & designs. The site also includes project descriptions, resources, suggestions and examples.
>
> Course Schedule: http://www.harding.edu/gclayton/2ddesign/schedule.htm
> Creative Process Home Page: http://www.harding.edu/gclayton/2ddesign/creativeproblemsolving/creativeprocess.html
> Design Analysis Page1: http://www.harding.edu/gclayton/2ddesign/crits/index.html
> I no longer count the actual content pages posted — several dozen at least. The site comprises over 2,500 files.

2014 - Course Content Website for Color Theory
(2005-present)
> Site content has evolved over the past decade or so, but is used to provide students with basic information about course topics and assignments. Several components of the course that are not addressed well in our text are dealt with so that in-class content is reinforced, and student accountability for content is more reasonable. Strategies for recognizing, analyzing and creating via color structures is elaborated. The site also includes project descriptions, resources, suggestions and examples.
> Course Schedule: http://www.harding.edu/gclayton/color/a260_schedule.htm
> Color Schemes/Structure Intro: http://www.harding.edu/gclayton/color/topics/005_schemesintro.html
> There are likely a couple of dozen pages on the site. The site comprises almost 500 files.

2014 - Course Content Website for Photography for Art & Design
(2010-present)
> This site is particularly rough at present, as the course has involved a different combination of instructors for each of the semesters it has been taught. The changing strengths and emphases of each available teacher shift the projects and content emphases, and thus the site content and organization. Nevertheless, the site provides students with information, links and video tutorials for several of the essential course concepts. The site also includes project descriptions, resources, suggestions and examples. The site provides ready access to answers/tutorials related specific technical issues involved in the course.

Course Home: http://www.harding.edu/gclayton/photography/index.html
Course Schedule: http://www.harding.edu/gclayton/photography/classes/
2014 - Course Content Websites for former courses -- Senior Seminar, Visual Aesthetics
(2003-present)
     These smaller sites provide information and resources on specific topics that are not readily addressed elsewhere. The Senior Seminar site content is still used by seniors preparing for their Senior Exhibits. These pages are updated as need for clarity arises.
     2007 - In 2006 and 2006 I researched and planned an Art & Design overseas semester in France and England with Stacy Schoen/Gibson and the International Programs Office. We worked to create a unique semester of travel and learning experiences with firsthand experience with the works of art that we studied. I researched potential sites for touring, study and lodging, developed itinerary and a complete and detailed budget, I revised existing courses and learning experiences for our overseas sites. I co-managed activities throughout the semester abroad.

INTELLECTUAL CONTRIBUTIONS
Creative Activities
__Local__
2013 - (Other Creative Activities) Maintaining and expanding basic programming proficiency focusing on applications in computational design:.
[1975-present]
     Programming and computational design strategies continue to be aspects of my various creative projects and explorations. In practice, programming logic is as much a creative medium for me as is oil paint, cast bronze or welded steel. I continue to maintain and expand my basic scripting/coding skills for ongoing maintenance of my course web sites and for my creative projects:
     My current projects involve familiarity with HTML, CSS, Javascript, Python, Grasshopper graphic programming, and Processing.
     These programming languages, scripting languages and page-description languages are relevant to several of my personal projects, to completion of some departmental tasks/projects, and to the web sites maintained for Art 200, 260, 265, etc. I maintain limited but adequate proficiency for current projects. Skill levels in these and other languages rise as needs arise and fade as solutions are completed. I do not maintain a high level of proficiency in any language, but my general programming skills continue to be applied to new programming environments and ongoing design problems..
2013 - (Other Creative Activities) Developable surface modeling tools for sculpture, etc.
[2002-present]
     Over several years I developed a 3D-modeling strategy, algorithms, code and model-editing interface for manipulating G2 continuous sequences of free-form developable surfaces.   These software tools were conceived and designed for the sculptural forms I currently work with.
     No comparable techniques, algorithms, software or patents have been found thus far that provide such design freedom within rigorously developable surfaces, though there are several software applications that provide varying levels of control over developable surface design.
     These methods make possible efficient design of complex curved surfaces while maintaining rigorous zero Gaussian curvature.   Such surfaces are used in ship-hull design, aeronautical design, industrial design, jewelry and sculpture -- basically any production process using rolled sheet-stock for fabrication of complex forms.
     I have used this software in the design and fabrication of at least a dozen sculptures, and for the design and modeling of several dozen more that are ready for fabrication..
2009 - (Art Shows) Harding Dept of Art & Design Faculty Exhibit. Presented several sculptures and recent photos in faculty exhibit.. [Status: Completed]
2006 - (Art Shows) Searcy Art Gallery, One-man exhibit. Exhibit at Searcy Art Gallery of recent and retrospective sculpture and paintings.   25 works exhibited.   . [Status: Completed]
2005 - (Art Shows) Harding Dept of Art & Design Faculty Exhibit. Presented several sculptures and recent photos in faculty exhibit.. [Status: Completed]
1998 - (Art Shows) Harding Dept of Art & Design Faculty Exhibit. Presented several sculptures and installation proposal in faculty exhibit..
1988 - (Other Creative Activities) Sculpture/Stained Glass Concept/Design for McInteer Rotunda. Proposal designed and presented for Stained Glass and Sculpture installation in McInteer Rotunda on campus of Harding University. Project involved collaboration with Jeff Hughes, sculptor and Harding Alumnus..
__National__
2010 - (Other Creative Activities) NLN information-graphic model of nurse education.
     During 2009 and 2010 I collaborated with the National League for Nursing's President, CEO and board members. We worked to conceive and develop information graphics (an illustration and model) communicating the relationships among core values, the various educational paths to Nursing practice and the outcomes and levels of competency recognized within Nursing. Several versions of the model were developed and published over a period of two years. The final models were posted to the NLN web site, published and presented and discussed at the 2010 National Summit conference, an annual nurse-educator conference involved in establishing best practices and national nurse education standards.. [Status: Published]

Exhibit 1

2009 - (Other Creative Activities) Harding University Admissions interactive CD for prospective students.
(2003-2009)
> This project was initially developed in 2003. The underlying software to drive the interactive exploration of Harding's academic offerings was written then. Content and features were subsequently updated and improved each subsequent year.. [Status: Published]

Regional
2002 - (Other Creative Activities) Sculpture: Aspiration I. designed, completed and installed stainless steel sculpture/fountain at Simmons First Bank, Searcy, AR. [Status: Completed]

1984 - (Other Creative Activities) Sculpture: Masspace |. Designed, completed and installed the fabricated steel sculpture Masspace I on the campus of Eastern Michigan University, in Ypsilanti, Michigan. The work is ~24' x 13' x13'; roughly 4 tons.. [Status: Completed]

Virtual
2014 - (Other Creative Activities) Ongoing exploration of digital photography craft and post-processing techniques.
[2004-present]
Ongoing exploration of digital photography craft and post-processing skills needed primarily for involvement teaching Art 265, Photography for Artists and Designers. My current images have emphasize creative use of HDR imagery/compositing techniques combined with panoramic image compositing techniques, combined with color manipulations that aim to revisit the color use associated with the French Impressionists..

2014 - (Other Creative Activities) Exploration of G-code syntax and issues relevant to automated 3D- and 2D-fabrication.
[2012-present]
Exploration of G-code syntax and issues relevant to automated 3D- and 2D-fabrication processes using 3D CNC Router technologies, 3D Printer technologies, and 2D CNC cutting systems.
Applications for myself, and my students include sculpture, product design, interior/architectural model-making, graphic design package design, etc. .

2014 - (Other Creative Activities) Ongoing exploration of creative/expressive us of graphic software.
[1985-present]
Ongoing use and exploration of creative use of graphic software applications, including Photoshop, Camera RAW, Lightroom, Illustrator, Blender, Rhino, Grasshopper, and Dreamweaver.
These applications are involved in my personal projects as well Art 265, with several of my Independent Study students, and, occasionally my Art 200 and Art 260 students..

2013 - (Other Creative Activities) 3-Space Symmetrical Forms. I have developed algorithms and a modeling/editing interface for manipulating 3-space symmetrical forms designed particularly for 3D CNC router fabrication.
Several completed designs now await time and equipment access for production..

2013 - (Other Creative Activities) Orbital Fractal Imagery.
[1992-present]
I continue work with a small set of orbital fractals, exploring aspects of order and degrees of order relative to function parameters.
Further, I've been exploring tactics for applying ordered color harmonies to the indexed color tables upon which these fractal images are based..

2013 - (Other Creative Activities) Transitional Sculptural Forms. I've been exploring computational design strategies for developing series of sculptural forms that progress through transitional forms throughout the edition. Emphasis is presently on forms constrained to developable surfaces, but the strategies are much more open-ended..

Software
Software
2011-present: Developable surface modeling tools via Visual Basic, Grasshopper, Python within Rhino3d.
2010: HU College of Nursing Clinical Scheduling software.
2002: Harding University Admissions interactive recruitment CD.

SERVICE
Service to the Institution
Department Assignments
Other Institutional Service Activities:
2012-2013: 2013 year-end Art/Design Dept budget/purchases:
> Due to our Chair participating in an overseas visiting professorship prior to the end of our fiscal year, I handled the allocation of year-end funds.
> I assessed funds; consulted faculty & Chair on department needs and priorities; proposed purchases; specified final purchases and vendors.

Department Assignments
Other Institutional Service Activities:
2013-2014: Art & Design Department Chicago trip direction & planning.:
[2009-present]
> For several years I have been involved with planning and managing the Art & Design Departments annual Chicago Trip. In concert with other faculty group leaders and staff members, I plan the trip, deal with primary student

communications, manage the budget, handle the lodging search and negotiations and reservations. On some years we coordinate the trip with other Harding groups such as Harding Academy and Steve Shaner's Advertising group. I provided on site management of the trip over recent years, coordinating with other involved faculty leaders. We plan and coordinate visits to museums, tours of pertinent historical architecture, visits to design firms, to art galleries, to relevant conventions, etc. I develop and maintain a website with pertinent information and links to aid students in planning how to best use their free periods in the city.

Department Assignments
Other Institutional Service Activities:
2013-2014: Senior Portfolio Review:
[2002-present]
Each semester, Art & Design faculty review the final portfolios prepared by graduating Seniors. We then critique and advise on grades.
2013-2014: Create and maintain departmental student-support web content:
[[2005-present]
> I provide and maintain web-posted information for Art & Design students providing information about various departmental trips and required non-class experiences during their program.
> Specifically, I maintain an FAQ preparing students for our Sophomore Portfolio Review process,
> detailed information and links related to our annual Chigago tour of Art & Design sites,
> information about our (hopefully regular) visits to Crystal Bridges Museum,
> information on planning and preparing for senior art exhibits,
> suggested degree plans, as well as information on Degree Evaluations, Registration Overrides and Incompletes.
2013-2014: Art & Design Department Sophomore Portfolio Reviews:
[2004-present]
> Each semester I, and other department faculty, review sophomore student presentations then assess and advise regarding the student's progression in our program.
2013-2014: Art & Design Department support of student use of shop equipment.:
[1985-92; 2001-present]
> Provide instruction, supervision or services to students needing to use Art and Design Department's wood and metal shop power tools.   Such involvement occurs on an as-needed basis throughout each semester.
> So the task involves assessing what the student is attempting to accomplish, and then assessing their ability to safely use power tools to complete their task.
> In some cases, my task is to introduce students to safe use of equipment and help them find the appropriate tools, bits, safety gear, etc. In some cases I need to stay in the area to supervise equipment use. In other cases I'll return to the shop to check on problems and progress.   And, in some cases I simply cut what they need cut for them.
2013-2014: Design for HU Art/Design Department main office revision.:
[2012-14]
> Prepared designs for HU Art/Design Department main office revision.
>
> The work involved assessing existing facility; assess staff/office needs and priorities;
> proposing solutions and creating construction drawings for the office revision.
> Repeated revisions were completed over many months.
>
> Backstory/Context:
> Harding's Physical Plant leaders have long recognized that our main office layout is particularly, and inappropriately inefficient. We committed to develop a more effective use of our space for the administrative tasks, support tasks, reception tasks, and, particularly, the management of supplies and equipment that are checked out to students though the main office. that need to be managed by our main office.
> Over a period of almost two years, I have discussed concerns with faculty, main office staff and Danny Deramus.
> I've drawn up several versions of remodeling layouts and we have, collectively, worked towards consensus on the most effective solution.
> At present we are waiting for final CER approval and project scheduling.
2013-2014: Provide general technology support for Art Dept faculty on an as-needed basis.:
[2004-present]
> As one of the in-department faculty that is proficient with a variety of hardware and software, I work as needed to solve immediate technology problems as they arise. For a variety of reason, this often proves more productive than arranging and waiting for other support services.
2012-2013: Senior (Capstone) Art Exhibit Reviews:
[2002-present]
> Each semester, the Art & Design faculty review the Senior Exhibits, a capstone experience, and then critique the presentation.
2012-2013: Manage White Country High School Art Show:
[2008, 2013]
> The Art & Design presents an annual art exhibit for high school students throughout White County. This is one of our primary means of providing service to high school art programs and instructors, to the community generally as well as establishing ties with prospective nearby students.
> The role involves communicating with and coordinating with county-wide high school teachers, hanging the artworks for the exhibit along with various presentation tasks, arranging or performing the judging of the exhibit, selecting and

purchasing awards and preparing award certificates for winners. The gallery then needs to be cleared and repaired for its next use. Most of the tasks are straitforward, but the time involved is extensive.

College Assignments
Other Institutional Service Activities:

2013-2014: Harding College of Nursing seal/pin design refinements.: [2003, 2008, 2013]
> Around 2003, I revised and updated the early Harding School of Nursing Seal, developing the design that would become the current Carr College of Nursing Seal for use in digital print production, web display, nursing pins, etc.
> In 2013, I dealt with a series of production problems when the seal needed to be cut with a CNC cutter, rather than printed, for signage in Swaid Building Nursing offices. After a lengthy series of re-edits, HU Physical Plant staff were able to get the graphic to properly completed.

2010-2011: HU College of Nursing Clinical Scheduling software:
[2010-present]
> HU College of Nursing Clinical Scheduling software written to facilitate management of the diverse nursing student placements at individual clinical sites throughout available hospital wards, throughout a semester.
> One tedious and error-prone administrative task that must be completed each semester in the College of Nursing involves coordinating clinical students with the various hospital clinical units and clinical sites. Each student may visit a different clinical setting each week of their clinical rotation. Each hospital unit (e.g. I.C.U., Burn Unit, Post-Surgical, etc.) allows a limited number of "slots" each week for clinical students. Further, these slots are distributed in a rather irregular way amongst the various nursing colleges across the state -- thus the available clinical units during week 2, may not be the units available during week 3. In short, fitting each student, each week into the available slots is an obnoxious planning problem, prone to errors and very time-consuming.
> I developed a strategy that begins with entry of the the basic, known constraints -- the students, the hospital sites and the "slots" available in each clinical unit each week.
> The script generates a clinical schedule that is either complete, or nearly complete, automatically. Any remaining scheduling issues are corrected by the scheduling administrator. Various adjustments are available to allow the scheduling administrator to quickly explore alternative schedules.

1989-1990: HU College of Nursing Simmons Lab Design.:
> In roughly 1990, I provided a design for Harding's College of Nsg Simmons Lab —a computer and audio-visual lab providing students access to both computer workstations and video viewing.   Located in the Olen-Hendrix building.
> Background: an oddly arranged space with prominent columns needed to be remodeled into a computer and audio-visual viewing lab for the College of Nursing. The several viewing booths, serving small groups of students needed to be fit into the space along with computer workstations and a lab management workspace.
> I designed a space-efficient solution and provided construction drawings to Harding's Physical Plant crews for construction/remodeling.

1987-1988: Communications computer lab design (Ganus Building): ~1988
> Background: a relatively small space needed to be remodeled for use as an early computer lab and classroom, primarily used for software instruction and computer-based design and illustration courses. Available commercial desks were deem too large to enable an adequate number of workstations for classes.
> I designed a space-efficient solution and provided construction drawings to Harding's Physical Plant crews for construction/remodeling.

Student Placements:
2021: Morgan May, Seaton Hall, Art Therapy Graduate program.
2009-2010: Becca Brown: apprenticeship applicant Ozark Folk Center
2008-2009: Jared Abelson: Metropolitan Nashville Public Schools employment application recommendation.
2006-2007: Diane Brown: recommendation for position as Visiting Assistant Professor of Art Education at Grand Valley State University.
2006-2007: Brian Brenon: Camp Hunt

2004-2005: April Clem: Sitler-Henry/Little Rock
2004-2005: Stephen Kearby: Gaskin Hill Norcross, Little Rock, AR 72203
Writing Student Recommendations:
2012-2013: Jared Abelson: LSAC/Law School Admission Council

2010-2011: Clarey Collins: scholarship applicant reference
2008-2009: Jared Abelson: Belmont University Graduate Program
2006-2007: Debbie Deacon: OSCO Industries, Inc. Scholarship applicant
2004-2005: Garrett Johnson: The Peabody Essex Museum, Re: Museum Action Corp Internship application
2004-2005: Elizabeth Dismang: Worldstudio AIGA Scholarships application
College Assignments
Writing Student Recommendations:
2006-2007: Jon Ross: School of the Art Institute of Chicago, MFA Studio applicant
College Assignments
Writing Student Recommendations:
2011-2012: Kyle Bracken: Harding Graduate School of Education

2009-2010: Kendra Masters: University of Nevada, Las Vegas Graduate School Admissions (MFA)
2009-2010: Katie Swann: 25 for 25 Grant applicant, Grant review committee.
2008-2009: Katie Wendt: Drury University, Springfield, MO
2007-2008: Larisa Amland: AWH Scholarship Committee

2007-2008: Kevin Xu: University of Colorado at Denver, College of Architecture and Planning
2006-2007: Megan Sauve: Department of Art & Art History, Graduate Admissions, University of Colorado at Boulder
2006-2007: Megan Sauve: Cranbrook Academy of Art graduate program
2006-2007: Megan Sauve: Art Institute of Chicago graduate program
2006-2007: Megan Sauve: Wayne State University graduate program
2006-2007: Megan Sauve: Sledge and Benedict Fellowship application
2006-2007: Kalen Cheng: The Cooper Union/NYC
2006-2007: Kalen Cheng: School of the Visual Arts/NYC
2006-2007: Kalen Cheng: Worldstudio AIGA Scholarships
2006-2007: Jon Ross: Graduate School, MSC 3G, New Mexico State University
2006-2007: Jon Ross: Art and Art History Graduate Admissions, University of Florida, MFA studio art
2005-2006: Katie Owens: Camp Hunt, Ed Grant, Program Director
College Assignments
Writing Student Recommendations:
2013-2014: Melanie Bridges May: Lipscomb University Graduate Studies
College Assignments
Writing Student Recommendations:
2013-2014: Nathan Steele: Albright School of Education
2012-2013: Shauna Holt: scholarship application
2012-2013: Rachel Filbeck: Minneapolis College of Art and Design, MCAD Graduate Admissions

2012-2013: Rachel Filbeck: University of Michigan, Rackham Graduate School, M.F.A. program applicant.
2011-2012: Secily Luker: Law School Admission Council

2010-2011: Paige Walton: K-12 Art Education Applicant (HU?)
2010-2011: Rachel Filbeck: SCAD Admission Department, Savannah, GA
2009-2010: Sharon Deacon: scholarship application
2006-2007: Sarah Jones: Re: Sarah Jones, JET Program applicant
 Japanese culture
2005-2006: Rachel Miller: The Graduate School, University of Kentucky

2005-2006: Rachel Miller: The UNCG Graduate School

2005-2006: Rachel Miller: School of Architecture Graduate Admissions, Tulane University

University Assignments
Faculty Sponsor:
2013-2014: Sponsor of Men's Service Club -- Delta Chi Delta:
[1990-92; 2001-2013]
I was one of the founding Sponsors for the Men's Service Club — Delta Chi Delta.
I have reduced my role to that of an advisor primarily for officers dealing with planning or issues within the club.
Member:
2013-2014: HU Presidential Innauguration Publications Committee: Appointed to HU Presidential Innauguration Publications Committee.

University Assignments
Member:
2013-2014: HU Publications Committee:
[2008-present]

2006-2007: HU Technology Advisory Committee:
[2004-07]
Other Institutional Service Activities:
2013-2014: Brief consultation on maintenance/repair of carved, wooden bison in Benson Lobby
2013-2014: Designed the layout for:
[2012-present]
Designed the layout for "Growth and Development Quick Reference", 3rd and 4th editions, by Patterson and Clayton
This was a print-production/design project for a pocket-sized quick reference for pediatric nurses in clinical settings, providing growth and development normal values (health promotion).

The book is used by Nursing students at Harding and elsewhere while working in clinical sites.

2012-2013: Harding President's Council Portrait Medallions -- consultation with medallion sculptors on development of relief portraits.: Harding University's Advancement Office initiated a project involving a set of custom-designed medallions (coins) in early 2012. On each medallion would be a portrait of one of Harding's presidents.

I became involved when the proofs for the portraits provided by the medallion company were clearly unsatisfactory. The Advancement office contacted me to attempt to work with the two portrait artists that were involved in the four portrait medallions.

Over a period of months I was involved many conversations, critiques, sketches and notes that aimed to gently suggest how to improve the character and likenesses of these relief portraits. Long distance.

Gradually we refined the portraits to a satisfactory state. The portraits were approved. The medallions minted. And the Advancement program went forward, with new funds raised and donors of varying amounts being awarded an appropriate presidential medal.

Writing Student Recommendations:
2012-2013: Shelby Rackley: Texas A&M University - Commerce graduate program
2011-2012: John Keller: Visiting professor application/recommendation for teaching in China during Summer '13
2010-2011: Kyle Bracken: University of Missouri-Columbia

Service to the Profession
Other Professional Service Activities
2009 – 2011: Maintain and develop web content for Society for the Advancement of Modeling and Role-Modeling. Society for the Advancement of Modeling and Role Modeling... maintained and developed web content 13th biannual conference   ... (2009-2011)

Exhibit 1

Robert M. Steelman, AIA

Assistant Professor and Director
msteelman@harding.edu

HARDING
U N I V E R S I T Y
Architecture

Education

05/1979	BARCH	University of Arkansas Fay Jones School of Architecture

Employment History

05/1979 – 02/1985	Intern Architect and Architect	Three firms in Dallas, TX & Little Rock, AR
02/1985 – 12/2021	Founding Principal	SCM Architects, PLLC, Little Rock, AR

Professional Registration

01/1983 - present	Architect	Arkansas Certificate 1642

Previously licensed in Arizona, Kansas, Louisiana, New Mexico, Mississippi, Missouri, New York, Oklahoma, Tennessee and Texas

Professional Affiliations

Since 07/1983	30019742	American Institute of Architects
Since 05/1983	Cert. 28182, Record 32992	National Council of Architectural Registration Boards

Mike earned his B.Arch from the University of Arkansas Fay Jones School of Architecture in 1979. Following a brief internship in Dallas and Little Rock, including work on several higher education projects, Mike founded SCM Architects in 1985. Under his leadership, SCM grew to include offices in Little Rock and Fayetteville with a total staff of 20. Though the firm has a diverse portfolio, their primary focus has always been on architecture for higher education. While at SCM, Mike worked with universities across the state of Arkansas and throughout the mid-south. He has gained extensive experience designing educational environments, from instructional spaces of all types, to laboratories, administrative facilities, service and operational functions, a variety of campus housing options, performance venues, facilities for intercollegiate sports, student wellness and recreation, a variety of dining opportunities, student services and campus life. Mike's experience also includes campus master-planning and the design of exterior spaces to support and enhance both the academic and social aspects of campus life.

For over thirty-three years, Mike and SCM worked together with Harding University in Searcy, Memphis, Rogers and North Little Rock to plan and develop the built environment on all four Harding campuses.

From 2007 through 2021, Mike served on the Advisory Board for the Harding University Interior Architecture Program which as accredited by CIDA in 2008.

From 2015 to the present, Mike has taught Construction Systems for Interior Architecture as an adjunct.

In January of 2022 Mike made the transition from private practice to become a full-time educator, accepting the position of Assistant Professor and Director of Harding's new Architecture Program.

Sarah Eubanks Wilhoit, Ph.D.
CURRICULUM VITA

EDUCATION AND CREDENTIALS

Academic Background

Ph.D.

Ph.D.   The University of Tennessee, Knoxville, TN, Retail and Consumer Sciences, 2010
Title: Evaluation of and Behavior Toward the Visual Retail Environment: Function of Consumers' Visual Aesthetic Sensitivity

M.S.

M.S.   The University of Tennessee, Knoxville, TN, Interior Design, Concentration: Historic Preservation (Architecture minor), 1998
Title: The Pottery Houses: A Historic Study of Grosvenor Atterbury's Garden Village in Erwin, Tennessee

B.A.

B.A.   Freed-Hardeman University, Henderson, TN, Interior Design, 1987

Professional Certifications

National Council for Interior Design Qualification (NCIDQ) ®, 022374, 2006 to Present
Certified in Family and Consumer Sciences, 2003 to 2009

Professional Memberships

Alpha Chi, 2013 to Present
American Society of Interior Designers (ASID), Professional Member, 2001 to Present
Interior Design Educators Council (IDEC), Professional Member, 1998 to Present
National Kitchen and Bath Association (NKBA), Educator Member, 2018 to Present

WORK EXPERIENCE

Academic Experience

Associate Professor, Harding University (2014 to Present), Searcy, Arkansas
Assistant Professor, Harding University (2009 - 2014), Searcy, Arkansas

- Director of Interior Architecture & Design, 2017 to present.
- Council for Interior Design Accreditation, CIDA accredited program (2009-2022).
- Program coordinator, 2012-2014.
- Teach undergraduate interior design students (12 hour course load per semester).
- Interior Design academic advisor.
- Curriculum reviews, revisions, and course rotation according to the Council for Interior Design Accreditation (CIDA) standards.
- Advisor of the American Society of Interior Designers (ASID) Harding student chapter.
- Advisor of the National Kitchen and Bath Association Harding student chapter.
- Responsible for Interior Design physical facilities, supplies, Interior Design Student Handbook, marketing, special events, development of interior design minors, library resources, outreach/service projects.
- Revise and update interior design concentration check sheets

Exhibit 1

Instructor, East Tennessee State University (January, 2006 - May, 2009), Johnson City, Tennessee

- Program Coordinator.
- Taught undergraduate interior design, merchandising, and family and consumer science students (12 hour course load per semester).
- Interior Design academic advisor (60 to 70 students).
- Responsible for curriculum reviews, revisions, and course rotation according to the Council for Interior Design Accreditation (CIDA) standards.
- Revised and updated interior design concentration check sheets.
- Acquired new products, materials, fixtures, and equipment for the interior design resource room with the help of the Interior Design Advisory Board and American Society of Interior Designers (ASID) student chapter.

Assistant Professor, Carson-Newman College (August, 2001 - December, 2005), Jefferson City, Tennessee

- Program Coordinator.
- Taught undergraduate interior design, retailing and family and consumer science students   (12 hour course load per semester).
- Interior Design academic advisor (20 to 30 students).
- Responsible for research, articulation, development and administration of seven new interior design courses. Courses research and designed according to CIDA standards and American Association of Family and Consumer Sciences (AAFCS) criteria.
- Solicited and acquired $20,000 in funding for the design and installation of new computers and AutoCAD software.
- Advisor to C-NC Interior Design Association student organization.
- Designed and implemented an interior design recruitment packet.
- Selected and coordinated Interior Design Advisory board members.

Adjunct Instructor, Interior Design, Carson-Newman College (August, 1993 - May, 2001), Jefferson City, Tennessee

- Taught undergraduate interior design, retailing, and family and consumer science students.

Graduate Teaching Assistant, The University of Tennessee (August, 1992 - May, 1993), Knoxville, Tennessee

- Taught undergraduate interior design students.
- History of Interiors I
- History of Interiors II
- Housing

Professional Practice Experience

Interior Designer, Owner and Operator, Sarah Wilhoit Designs (1995 - 2001), Greeneville, Tennessee

- Complete design service-commercial and residential-involving all mediums: space planning, fabric, furniture, fixture and equipment. Specifically involved with private coach/motor home design, various renovations and new construction projects.
- C-NC Deaton/Honors house renovation, Jefferson City, TN
- C-NC Gentry Auditorium renovation, Jefferson City, TN
- C-NC President's dining room, Jefferson City, TN 2001
- Rose Hill Funeral Home, Greeneville, TN
- C-NC President's office renovation, Jefferson City, TN
- C-NC President's home renovation, Jefferson City, TN
- Buddy Gregg Motor Homes, Knoxville, TN
- Greeneville Church of Christ nursery renovation, Greeneville, TN
- C-NC Nursing Department expansion/renovation
- C-NC Henderson Hall faculty lounge renovation

Interior Designer, Corporate Interiors, Inc. (1993 - 1994), Knoxville, Tennessee

- Complete design service-commercial and residential- involving all mediums: space planning, fabric, furniture, fixtures and equipment. Particularly involved with health care, corporate, and private designs.

Designer, Design Showcase, Inc. (1992 - 1992), Knoxville, Tennessee

- Interior design firm offering a full range of design services including space planning, renovation, new construction, finish selection, project management, installation, etc. for both residential and small commercial projects.

Sales Associate, Proffitt's (1989 - 1991), Knoxville, Tennessee

- Assisted customers with home furnishing selections.
- Designed store displays and visual merchandising. Space planned department renovations.

Interior Designer/Visual Merchandising, Dabney's Home Furnishings (1987 - 1989), Jackson, Tennessee

- Complete design service involving residential and small commercial projects. Assisted clients with space planning, finish selections, and furniture installation. Included both in home and in store appointments.
- Assistant Buyer at High Point Furniture Market.

Assistant to Owner, Evergreen, Inc. (1987 - 1988), Jackson, Tennessee

- Real Estate Development Corporation. Gained experience in real estate development procedures including blue prints, price lists, site maps, and marketing.

Consulting Experience

2009: White County Courthouse Paint Restoration, Searcy, AR

2007: Cherokee High School, School Auditorium, Mosheim, TN

2006: Residential design consulting, Private Residence, Greeneville, TN

Paid Service Experience

2010: Wilbur D. Mills Education Service Cooperative, Searcy, AR, Presented two workshops for High School Educators:
- Title: "Introduction to the Profession of Interior Design"
- Title: "History of Interior Design and Historic Preservation"

TEACHING EXPERIENCE

Harding University

IDA 1020 Architectural Graphics I, IDA 1060 Architectural Graphics II, IDA 1080 Space Planning and Human Behavior, IDA 2610 Interior Design Studio I, IDA 3060 Interior Components, IDA 3280 Interior Design Studio II, IDA 3730 History of Architecture and Interior Design I, IDA 3740 History of Architecture and Interior Design I, IDA 4700 Internship in Interior Design, IDA 4770 Interior Design Thesis I

East Tennessee State University

FACS 1610 Historical Interiors, FACS 1620 Introduction to Contemporary Interiors, FACS 1621 Design Communications: Studio I, FACS 2220 Consumer Clothing Concerns, FACS 2611 Kitchen and Bath Planning, FACS 2630 Presentation: Studio II, FACS 3615 Space Planning: Studio III, FACS 3621 Residential Design and Housing, FACS 4537 Field Studies

Carson-Newman College

INTD 246 Architectural Drafting, INTD 247 Fundamentals of Interior Design, INTD 252 Space Planning, INTD 254 Materials and Finishes, INTD 350 Interior Studio I, INTD 252 Kitchen and Bath, INTD 445 History of Interiors I, INTD 450 Interior Studio II, INTD 455 History of Interiors II, INTD 459 Business Procedures in Interior Design, INTD 469 Internship in Interior Design, RTL 141 Design, Culture and Environment

INTELLECTUAL CONTRIBUTIONS

Presentations of Non-Refereed Papers

National

Settles, V. & Wilhoit, S. (2018, March). *So many terms, so little time: Searching for best practices in teaching interior design history*. Interior Design Educators Council (IDEC), International Conference, Boston, MA.

Panel Member (2017, March) *Doing Good! Faith, Ethics, Morality, and Social Responsibility in Interior Design Education*. Interior Design Educators Council (IDEC), International Conference, Chicago, IL.

Wilhoit, S. E. (2010, June). *Aesthetics and a Christian World View.* Christian Scholars Conference, Nashville, Tennessee.

Wilhoit, S. E. (2010). *Evaluation of and Behavior toward the Visual Retail Environment: Function of Consumers' Visual Aesthetic Sensitivity.* Dissertation Defense, University of Tennessee, Knoxville, Tennessee.

State

Wilhoit, S. E. (2003). *History of Interiors Project: Historic Structures Report.* Tennessee Association of Family and Consumer Sciences, District D meeting, Johnson City, Tennessee.

Wilhoit, S. E. (2005). *Interior Design Curriculum.* Tennessee Association of Family and Consumer Sciences New Teacher Workshop, Jefferson City, Tennessee.

Wilhoit, S. E. (2007). *Corporate Social Responsibility.* Tennessee Association of Family and Consumer Sciences, State Conference, Knoxville, Tennessee.

Wilhoit, S. E. (2010). *Evaluation of and Behavior Toward The Visual Retail Environment: Function of Consumers' Visual Aesthetic Sensitivity.* Dissertation Defense, University of Tennessee, Knoxville, Tennessee.

Local

Wilhoit, S. E. (1988). *The Pottery Houses: A Historic Study of Grosvenor Atterbury's Garden Village in Erwin, Tennessee.* Masters Presentation, University of Tennessee, Knoxville, Tennessee.
Wilhoit, S. E. (2007). *Corporate Social Responsibility: What Does It Mean?* Kappa Omicron Nu Ethics Seminar, Johnson City, Tennessee.
Wilhoit, S. E. (2007). *Corporate Social Responsibility among the Top Ten Retailers.* University of Tennessee, Knoxville, Tennessee.
Wilhoit, S. E. (2007). *Store Atmospherics and a Revised S-O-R Model: An Exploratory Study.* University of Tennessee, Knoxville, Tennessee.

Other Research

Other Research Activities

2020: Harding University, Center for Teaching and Learning Presentation, "Assessing Creativity." Presenter and Panel Member
2017: Interior Design Educators Council (IDEC), International Conference, "Doing Good! Faith, Ethics, Morality, and Social Responsibility in Interior Design Education." Panel Member
2009: Wilhoit, S. E., White County Court House: Paint Analysis.

Exhibit 1

- Contributed to historical restoration via paint analysis of White County Court House through a pictorial, visual, written and historical research.

2005: Wilhoit, S. E., Social Entrepreneurs and Social Entrepreneurship. Social Entrepreneurs and Social Entrepreneurship

Special Projects or Assignments

2003, University of Tennessee, Retail Strategy of Category Killers, PhD. Retail Program.
2003, University of Tennessee, Store Atmospherics and Material Culture, PhD. Retail Program.
1993, University of Tennessee, Historic Structures Report, Winstead Cottage, Knoxville, TN, MS Interior Design Program.
1993, University of Tennessee, Jellico Hospital Post Occupancy Evaluation, Jellico, TN, MS Interior Design Program.
1992, University of Tennessee, Historic Structures Report, Flenniken Homestead, Knoxville, TN, MS Interior Design Program.
1992, University of Tennessee, Documentation of Grosvenor Atterury's Community Development, Erwin, TN, MS Interior Design Program.
1991, University of Tennessee, National Register Nomination, Clinchfield Depot, Erwin, TN, MS Interior Design Program.

SERVICE

Service to the Institution

Department/Program Assignments

Faculty Advisor:

2019: National Kitchen and Bath Association, Harding Student Chapter
2017-2018: Association of Christians in Architecture, Harding Student Chapter
2014-2017: American Society of Interior Designers, Harding Student Chapter

Committee Member:

2018 to present: Director of Assessment
2018 to present: Curriculum Committee member
2018 to present: Building & OSHA Committee member
2010-2011 – 2012-2013: Architecture Program: Viability Study

Other Institutional Service Activities:

2017-2018 to Present: Director of Interior Architecture and Design
2009-2010 to Present: Interior Design Advisory Board
2012-2013 – 2013-2014: Interior Design Program Coordinator

College of Arts and Humanities Assignments

Committee Member:

2017 to present: University Assessment Committee
2013-2014: Academic Grievance
2007-2008: Ethics Task Force Committee, East Tennessee State University
2006-2007: Demographics Task Force Committee, East Tennessee State University

University Assignments

Faculty Sponsor:

2012-2013 to Present: Alpha Chi, Harding Chapter: Serve as Assistant Sponsor
2018-2020: Sigma Phi MU, Harding University Club Sponsor

Committee Member:

2019: Reviewer for Harding University, Institutional Program and Planning Review (IPPR), Review of the Department of History and Political Science.
2019: Reviewer for Harding University, Institutional Program and Planning Review (IPPR), Review of the College of Bible and Ministry.
2016-2017 to Present: Assessment Committee
2012-2013 to Present: Undergraduate Academic Leaders
2012-2013 – 2013-2014: Library Committee
2012-2013: BA/BS Committee
2010-2011: Environmental Stewardship Committee

Other Institutional Service Activities:

2015-2016: Harding Pre-session Conference: Session One Table Leader

Service to the Profession

Board of Directors:

2019-Present: Habitat for Humanity, White County, Board Member
2017: Association of Christians in Architecture, Board Member
2015-2016: American Society of Interior Designers, South Central Chapter. Past-President
2014-2015: American Society of Interior Designers, South Central Chapter. President
2013-2014: American Society of Interior Designers, South Central Chapter. President-Elect
2011-2012: American Society of Interior Designers, South Central Chapter. Professional Development   Director

Chair / Committee / Conference

2020: Interior Design Educators Council, Teaching Collaborative Committee
2019: Arkansas Association for the Assessment of Collegiate Learning (AAACL) Conference, Planning Committee.
2018: Interior Design Educators Council, Southwest Regional Conference. Conference Chair.
2017: American Society of Interior Designers, South Central Chapter. Board Nominations   Committee
2016: American Society of Interior Designers, South Central Chapter. Chair: Board Nominations   Committee
2014: American Society of Interior Designers, South Central Chapter, Chair: ASID Regional Conference. Planned and implemented the 2014 ASID South Central Chapter Annual Conference hosted in Shreveport, LA. Practicing professionals, industry partners, students and faculty from Arkansas,   Louisiana, and Mississippi attend the conference.
2014: American Society of Interior Designers, South Central Chapter, Chair: Strategic Planning, Rogers, Arkansas. Planned and implemented the Strategic and Budget Planning committee and meeting for the   2013-2016 ASID South Central Chapter Strategic Plan and Budget.
2014: American Society of Interior Designers, South Central Chapter, Chair: Board and District Officer   Training. Planned and implemented the 2014-2015 Board Training and District Training for all ASID South   Central Chapter Board Members and District Officers
2013: American Society of Interior Designers, South Central Chapter, Chair: ASID South Central Chapter Student Career Day and Design Competition. Planned and implemented Student Career Day and Design Competition hosted by Mississippi College. Students and faculty from Harding, LSU, MSU, Louisiana Tech,

University of Mississippi, University of Central Arkansas, University of Southern Mississippi,   University of Arkansas, and Mississippi College attended.

2012: American Society of Interior Designers, South Central Chapter, Searcy, Arkansas. Chair: ASID   South Central Chapter Student Career Day and Design Competition. Planned and implemented Student   Career Day and Design Competition hosted by Harding University. Students and faculty from Harding,   LSU, MSU, Louisiana Tech, University of Mississippi, University of Central Arkansas, University of   Southern Mississippi, University of Arkansas, and Mississippi College attended.

2008: American Association of Family and Consumer Sciences, Knoxville, Tennessee. AAFCS National Conference Planning Team

2007: Tennessee Association of Family and Consumer Sciences, Knoxville, Tennessee. TAFCS State Conference Planning, Co-Chair

Officer: Organization / Association

2008: Tennessee Association of Family and Consumer Sciences, Cookeville, Tennessee. Eastern Regional Chair

2007: Tennessee Association of Family and Consumer Sciences, Cookeville, Tennessee. Eastern Regional Chair Elect

Other Professional Service Activities: Juror/Reviewer

2020 to Present: Council for Interior Design Accreditation (CIDA), Site Visitor/Reviewer
   Site Visitor:
   • Rocky Mountain College of Art and Design, 2020
   • University of Texas at Austin, 2021
   Reviewer:
   • South Dakota State University
   • Art Institute of Dallas
   • Chatham University

2020: Interior Design Educators Council (IDEC) Annual Conference. IDEC Juror: Southwest Region, 2020 Student Design Competition.

2012-2021: Interior Design Educators Council (IDEC) Annual Conference. Southwest Regional Council, Grants and Awards Regional Representative Reviewer

2019: Interior Design Educators Council (IDEC) Annual Conference. Award of Excellence Reviewer

2018: Interior Design Educators Council (IDEC) Annual Conference. IDEC Juror: Southwest Region, 2018 Student Design Competition.

2017: Interior Design Educators Council (IDEC) Regional Creative Scholarship and Abstract Juror.

2017: Interior Design Educators Council (IDEC) Annual Conference. IDEC Awards of Excellence Reviewer.

2016 & 2017: ASID San Antonio Pinnacle of Design. Pinnacle of Design Judge: Judging of Practicing Professional Projects in Architecture and Interior Design.

2016: Interior Design Educators Council (IDEC) Annual Conference. IDEC Juror: Southwest Region, 2016 Student Design Competition.

2015: Alpha Chi National Convention, Student Presentations, Art and Music Judge

Service to the Community

Committee Member

2007: Greeneville Tourism Committee, Task force organized to promote tourism through strategic planning by involving all levels of the community including civic, government, and private organizations.

Other Community Service Activities

2012: Harding Academy, Art Class, Presented "Interior Design" to Harding Academy Art students.

2012: Harding Academy Cat's Week, Presented "Architectural Drawing" to Harding Academy students during Harding Cats Week.

2011: Harding Academy Cat's Week.

Exhibit 1

2011: Harding Academy Garage Sale.
2011: Harding Academy: History Class, Presented to the 8th grade history class at Harding Academy concerning the architecture of Egypt, Greece, and Rome.
2003: Hal Henard Elementary School, Class Room Volunteer.
1987: Sixth Annual West Tennessee Designer's Showcase Home, Assistant Chairperson.

Speech / Presentation at a Community Meeting

2010: White County Historical Society, Architectural History of the White County Courthouse.
2001: First Baptist Church First Fabulous Friday: Finding Your Own Trend.
1998: Erwin Historical Society: Grosvenor Atterbury and the Potter's Houses.
1998: Carson-Newman College Burnett Hall, Lab for Learning: You and Your Dorm Room.
1997: Carson-Newman College Burnett Hall Lab for Learning: Wake-up Your Dorm Room!
1995: Carson-Newman College Women's Luncheon: Current Design Trends.
1993: Paragould Lion's Club: Historic Preservation and the Main Street Program.

HONORS/AWARDS

Awards

2017: Harding University, College of Arts and Humanities Teacher Achievement Award, Department of Art and Design Nominee.
2015-2016, ASID South Central Chapter, Arkansas, Louisiana, Mississippi, Educator of the Year.
2008, East Tennessee State University, College of Business and Technology, Excellence in Teaching Nominee.
2008, Kappa Omnicron Nu Honor Society, East Tennessee State University, Excellence in Teaching Award.

Honors

2018, Service Award, Interior Design Educators Council, IDEC Grants and Awards Committee.
2018, Service Commendation, Alpha Chi National College Honor Scholarship Society, Chapter Sponsor
2016, Certificate of Appreciation, Interior Design Educators Council.
2015, Certificate of Appreciation, American Society of Interior Designers.
2014, Service Award, American Society of Interior Designers: South Central Chapter.
2011-2013, Presidential Citation, American Society of Interior Designers: South Central Chapter.

Professional Development

Research-Related Conference/Seminar

2019: Interior Design Educators Council (IDEC) Annual Conference, Charlotte, NC
2019: Arkansas Association for the Assessment of Collegiate Learning (AAACL) Conference, Searcy, AR
2018: Interior Design Educators Council (IDEC), Southwest Regional Conference, Little Rock, AR
2018: Arkansas Association for the Assessment of Collegiate Learning (AAACL) Conference, Searcy, AR
2018: Interior Design Educators Council (IDEC) Annual Conference, Boston, MA
2017: Interior Design Educators Council (IDEC) Annual Conference, Chicago, IL.
2016: Interior Design Educators Council (IDEC) Annual Conference, Portland, OR.
2015: Alpha Chi National Convention, Chicago, IL. National Honor Society.
2015: American Society of Interior Designers, South Central Chapter, New Orleans, LA. Regional Conference and Design Symposium.
2014: American Society of Interior Designers, South Central Chapter, Shreveport, LA. Regional Conference.
2013: Interior Design Educators Council (IDEC) Annual Conference, Indianapolis, IN.
2013: American Society of Interior Designers, South Central Chapter, Little Rock, AR. Regional Conference.
2012: American Society of Interior Designers, South Central Chapter, Baton Rouge, LA. Regional Conference.

2012: Interior Design Educators Council (IDEC) Annual Conference, Baltimore, MD.
2011: American Society of Interior Designers, South Central Chapter, Ocean Springs, MS. Regional Conference.
2010: Interior Design Educators Council (IDEC) Annual Conference, Atlanta, GA.
2010: Interior Design Educators Council: Southwest Conference, Fayetteville, AR.
2007: Tennessee Association of Family and Consumer Sciences, Knoxville, TN.
2006: Interior Design Educators Council (IDEC) Annual Conference, Scottsdale, AZ.
2006: Interior Design Educators Council (IDEC) Southeast Conference, Greensboro, SC.
2005: Interior Design Educators Council (IDEC) Annual Conference, Savannah, GA.
2003: Interior Design Educators Council (IDEC) Southeast Conference, Savannah, GA.
2003: Tennessee Association of Family and Consumer Sciences, District D meeting, Johnson City, TN.
2002: American Association of Family and Consumer Sciences, Dallas, TX National Conference.
1993: Interior Design Educators Council (IDEC) Southeast Conference, Nashville, TN

Instructional-Related Conference

2020: Kitchen and Bath Industry show, Las Vegas, Nevada. Instructional and industry product professional presentations.
2018: American Society of Interior Designers, South Central Chapter, ARcon, Little Rock, AR
2017: American Society of Interior Designers: South Central Chapter Student Career Day, Starkville, MS. Instructional professional presentations.
2016: American Society of Interior Designers: South Central Chapter Student Career Day, Ruston, LA. Instructional professional presentations.
2009-2016: Harding Faculty Pre-session Conference, Searcy, AR.
2015: American Society of Interior Designers, National President's Forum, Phoenix, AZ. National leadership and training as Chapter Presidents and leaders.
2014: American Society of Interior Designers, Los Angeles, CA. National Conference: Chapter Leadership.
2013: American Society of Interior Designers, Los Angeles, CA. National Conference: Chapter Leadership.
2009: Harding New Faculty Orientation, Searcy, AR.
2009: Harding New Faculty Advising Training, Searcy, AR.
2007: Harvey Brightman Seminar: Improvement of Teaching, Testing, and Presentation Methods in the Classroom, Johnson City, TN.
2006: East Tennessee State University, College of Business and Technology, Assessment Workshop, Johnson City, TN.

Other Professional Development

2020: Association of College and University Educators (ACUE), Effective Teaching Practices Course
2016: Art and Design International Trip. International travel with students to Italy, Spain, France, and England. Events and experiences included museum and site visits and exploration of culture through various activities.
2009-2019: Travel: Dallas Design Mart/Market and architecture firms, Dallas, TX. Travel included tour of Dallas Design Mart and Design District and architecture firms. Increases knowledge of current products, resources, as well as, architectural firm procedures, practices, and current projects.
2009-2014, 2017: Travel: Chicago Architecture/ Museum Tour, Chicago, IL. Travel included tour of architecture firms, historical architecture, and museums.
2006: American Society of Interior Designers, STEP workshop, Nashville, TN. Preparatory workshop for the National Council for Interior Design Qualification (NCIDQ) exam that certifies interior designers.
2005: Carson-Newman College, Family and Consumer Science, Division Meeting: Information Literacy, Jefferson City, TN.
2004: Carson-Newman College 2004 Report to the Academy: The State of Sustainability on Campus, Jefferson City, TN.
2004: National Kitchen and Bath Association, East Tennessee Chapter Meeting, Knoxville, TN.

2004: Carson-Newman College Association of Family and Consumer Sciences/KONu, Jefferson City, TN. Topic: Managing a Successful Career
2001: Carson-Newman College, Southern Association of Colleges and Schools, Self-Study Retreat, Newport, TN.
1996: Carson-Newman College Early Childhood Conference, Pigeon Forge, TN. Family: Now Is the Time.

Charter

Harding University
Architecture and Interior Architecture Advisory Board

April, 2022

I. **Purpose**

  a. The Harding Architecture and Interior Architecture Advisory Board is established in 2022 to provide oversight, advice and support for Harding Architecture (HA) and Interior Architecture (IAD) from practicing professionals in architecture, interior architecture and related disciplines.

  b. The advisory board exists to help the Harding Architecture and Interior Architecture programs fulfill their missions and achieve full potential by providing guidance and assistance as it strives to provide the best educational opportunities, resources, and experiences for its students. The board will assist HA and IAD through board members' actions and expertise and via the members' connections with organizations, businesses and resources. The board will advise, promote, and support HA and IAD by:

    i. Providing assistance and guidance for the NAAB and CIDA accreditation processes.

    ii. Providing input and advice for current and proposed HA and IAD programs, curricula, and activities and assisting with the development and evaluation of HA and IAD missional strategies and objectives.

    iii. Establishing, maintaining, and nurturing important relationships between HA and IAD and the professional community.

    iv. Helping to recruit new students by serving as enthusiastic advocates and ambassadors of HA and IAD, its faculty, and students.

    v. Suggesting and identifying opportunities for students to enrich their education through internships, related service-learning experiences and aiding HA and IAD students in the pursuit of their academic, professional, and career goals.

    vi. Identifying anticipated trends in the professions and suggesting strategies to assure HA and IAD will prepare students to meet those opportunities.

    vii. Actively engaging in the identification, cultivation, and solicitation of resources to assure the programs continue to improve and grow.

    viii. Participating directly with students and faculty through activities including guest lectures, juries and mentorships.

    ix. Attending meetings, serving on committees, and assisting with special assignments as needed.

    x. Praying for the students, faculty and Harding University.

II.   Membership
   a. The Harding Architecture and Interior Architecture Advisory Board will consist of practicing architects, interior architects and educators. Members may work in private practice, in the public sector or other areas of the professions. Others who may be included on the board include administrators, engineers, contractors, product representatives and other related disciplines.
      i. Board members are expected to contribute advice and counsel, attend most meetings and remain proactively involved with HA and IAD.
      ii. Candidates are not required to possess specific knowledge or job titles; rather, the board seeks individuals who bring unique experience, professional judgment, perspective, a reputation for character and a desire to contribute to the success of the architecture and interior architecture programs at Harding University.
      iii. Members may serve on committees, undertake special assignments, be available for individual consultation on strategic concerns and assist in identifying external resources to accomplish the HA and IAD mission.
   b. Member qualifications include:
      i. A strong belief in and commitment to Christian higher education together with enthusiastic support for HA, IAD and Harding University.
      ii. A good reputation within the profession and the community.
      iii. A wide network of contacts in the profession.
      iv. Time, energy, and the willingness to be part of the HA and IAD team.
      v. A passion for design excellence and a commitment to the future of the professions.
   c. Membership provides:
      i. Recognition as an important part of the HA and IAD advisory team.
      ii. Opportunities to assist students achieve their personal, educational, professional and spiritual potential.
      iii. Opportunities to interact and network with peers, associates, and industry representatives.
      iv. Opportunities to help Harding University achieve its mission of integrating faith, learning and living.

III.   Structure
   a. The Board will consist of twelve to twenty members. In order for the board to effectively focus on the specific needs of each program, it will be divided into two working groups with six to ten members on the Architecture working group and six to ten members on the Interior Architecture working group.

   b. Candidates will be nominated by faculty, board members and Harding administrators. Each appointment will be for a three-year renewable term. Members will be asked to renew their commitment at the end of each term.

   c. Each working group will elect a chairperson who will serve a three-year term. The chairperson will have a range of responsibilities including:
      i. Assist in recruiting new members to the Board.
      ii. Assist in scheduling meetings and producing meeting agendas.

      iii.   Conduct Board meetings.

      iv.   Meet with the HA and IAD Directors and faculty regarding board member ideas and concerns.

      v.   Provide input regarding strategic and tactical issues confronting HA and IAD.

      vi.   Organize, focus, and coordinate the activities of the board to fulfill its stated purposes, engage and involve all members and meet the needs of HA and IAD.

      vii.   Provide other assistance as appropriate.

IV.   Meetings

a. The Board will meet at least once per academic year. The architecture working group will convene for at least one additional meeting each year until HA achieves initial NAAB accreditation. Ad-hoc meetings may be scheduled as needed.

b. Board members should make every effort to attend as many meetings as possible. Virtual attendance will be facilitated when required and for those not able to attend in person. The chairperson will contact any member of the board missing three consecutive meetings to confirm the member's commitment to continue serving on the board.

V.   Disclaimer

a. The Board serves in an advisory capacity and is not an official component of the governance structure of Harding University. It is not responsible for overseeing the performance of the programs and their respective cadre. The Board is not responsible for management decisions, personnel issues or program budgets. Board members do not owe any fiduciary duty to any other party. The Board exists to provide informal feedback to HA and IAD and to promote the visibility and reputation of both programs. All decisions regarding HA and IAD initiatives are the sole responsibility of the HA and IAD cadre and the Harding University administrative structure. Board members do not receive compensation for their participation.

College of Arts and Humanities
Architecture

Pro Forma

Expenses	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Total
Salaries (3% increase per year)	$ 24,938	$ 133,173	$ 266,843	$ 411,910	$ 510,627	$ 525,766	$ 1,839,008
Administrative	$ 14,500	$ 61,225	$ 154,631	$ 205,673	$ 227,946	$ 286,067	$ 950,042
Travel	$ 2,000	$ 4,000	$ 6,000	$ 8,000	$ 10,000	$ 10,000	$ 40,000
Teaching laboratory set-up/operation	$ -	$ 96,000	$ 92,000	$ 88,000	$ 69,000	$ 80,000	$ 425,000
Library databases/resources		$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 60,000
Other:							$ -
Total Expenses	$ 41,438	$ 306,398	$ 531,474	$ 725,583	$ 829,573	$ 913,833	$ 3,348,299

Total Revenue with 3.5% annual increase	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
First year Director (University Funded)							
1st year students		12	13	14	15	15	
2nd year students			9	10	11	12	
3rd year students				7	8	9	
4th year students					6	8	
5th year students						5	
Total Students in the program		12	22	31	40	49	
Application fees ($/applicant)							
Technology Fees ($/student)		$ 6,480	$ 11,880	$ 19,320	$ 24,640	$ 29,960	
Course Fees ($/student) $500 year 1/ $1200 years 2-5		$ 6,000	$ 17,300	$ 27,400	$ 37,500	$ 48,300	
UG Tuition rate per credit hour increased 4%/ year	$ 700	$ 728	$ 757	$ 787	$ 819	$ 852	
GradTuition rate per credit hour increased 3.5%/ year	NA	NA	NA	NA	$ 1,114	$ 1,153	
Tuition Total Per Year	$ -	$ 279,552	$ 546,641	$ 857,484	$ 1,175,025	$ 1,509,661	Total Tuition
First class of 12 students		$ 279,552	$ 314,962	$ 352,757	$ 393,072	$ 408,795	$ 1,749,139
Second class of 13 students			$ 231,679	$ 267,718	$ 306,269	$ 347,476	$ 1,153,141
Third class of 14 students				$ 237,009	$ 281,702	$ 329,591	$ 848,302
Fourth class of 15 students					$ 193,981	$ 268,185	$ 462,167
Fifth class of 15 students						$ 155,612	$ 155,612
Total Revenue	$ -	$ 292,032	$ 575,821	$ 904,204	$ 1,237,165	$ 1,587,921	$ 4,368,362
Difference Between Revenue and Expenses	$ (41,438)	$ (14,366)	$ 44,347	$ 178,621	$ 407,591	$ 674,087	
Cummulative Difference Between Revenue and Expenses	$ (41,438)	$ (55,803)	$ (11,457)	$ 167,164	$ 574,755	$ 1,248,843	

Exhibit 1

Following is a broad collection evaluation of the various Architecture subtopics. The table breaks down the number of books, journals, newspapers, and videos held by the library, physically and electronically, in each area.

Subject	Books	Journals	Newspapers	Videos	Totals
> Art & Architecture Totals	7228	944	3	127	8302
>> Architecture Totals	936	169	1	35	1141
Ancient - Egyptian	4	0	0	0	4
Ancient - Greece	16	0	0	0	16
Ancient - Middle East	2	0	0	0	2
Ancient - Rome	10	0	0	0	10
Ancient - Western	3	1	0	0	4
Ancient, General Works	0	0	0	2	2
Architectural Design & Drawing	105	8	0	0	113
Architectural Details, Motives, Decorations	41	4	0	0	45
Architecture	72	15	0	1	88
Architecture as a Profession, Study & Teaching	19	1	0	0	20
Architecture, General Works	33	1	0	0	34
Architecture, Special Subjects	97	10	0	15	122
Canada	4	1	0	0	5
China	2	0	0	0	2
City Planning & Beautification	36	11	1	0	48
Curved Constructions. Apses. Arches. Vaults	1	0	0	0	1
Doors. Windows. Stairs. Fireplaces	2	0	0	0	2
France	6	0	0	0	6
Germany	10	0	0	0	10
Great Britain	16	4	0	0	20
Greece	1	0	0	0	1

Subject	Books	Journals	Newspapers	Videos	Totals
India	3	3	0	0	**6**
Italy	18	0	0	0	**18**
Japan	4	0	0	0	**4**
Medieval - Early Christian	1	0	0	0	**1**
Medieval - Gothic	5	0	0	0	**5**
Medieval - Islamic, Moorish	0	2	0	1	**3**
Medieval - Romanesque, Norman	1	0	0	0	**1**
Medieval, General Works	2	0	0	0	**2**
Meso & South America	3	2	0	0	**5**
Nineteenth Century	3	0	0	0	**3**
Other Countries	8	0	0	1	**9**
Periodicals. Societies. Dictionaries	13	67	0	1	**81**
Persia	1	0	0	0	**1**
Renaissance/Baroque	2	0	0	0	**2**
Roofs. Gables. Towers	1	1	0	1	**3**
Russia	2	0	0	0	**2**
Scandinavia	4	0	0	0	**4**
Spain, Portugal	4	0	0	0	**4**
Special Types of Buildings	240	25	0	9	**274**
Switzerland	1	0	0	0	**1**
Turkey	1	1	0	0	**2**
Twentieth Century	26	3	0	0	**29**
Twenty-First Century	2	1	0	0	**3**
United States	109	8	0	4	**121**
Walls	2	0	0	0	**2**

Below is another breakdown of the <u>print</u> materials in various Architecture subspecialties.

EXHIBIT G

Exhibit 1

Subject	Count
Construction materials	37
Environmental protection, pollution, effects of industry	38
Landscape architecture	13
Architecture	473
Building construction	66
City planning & urban design	18
Historic preservation	13
Hospital design	5
Housing - social aspects	11
Interior and house decoration	105
International building codes	2
Metropolitan areas, suburbs, urbanization	8
School architecture and planning	7
Total	**796**

Assistant/Associate Professor of Architecture

Harding University is seeking candidates for faculty in an accelerated master's degree in architecture.

The university is seeking a qualified faculty member, ensuring excellence in teaching contributing to the mission of Harding University to provide a quality education that leads to an understanding and philosophy of life consistent with Christian ideals. All candidates must be active members of the church of Christ and committed to Christian education.

Harding's program model is an accelerated master's in architecture with broad exposure to the liberal arts. Faculty will support the effort to accredit the program with the National Architectural Accrediting Board.

Initial application should include a letter of interest and curriculum vitae. Complete applications require three spiritual references, three professional references, and official transcripts for all degrees earned. Salary and rank are determined based on credentials and experience.

ROLE

- Assist the program during candidacy and seeking full accreditation with NAAB
- Contribute to the architecture curriculum by advising program decisions and developing course content.
- Participate in the development of various curricular/co-curricular activities
- Build/manage program relationships with other departments, the profession, and the community
- Develop and teach courses related to architecture history and architectural theories
- Create and teach undergraduate and graduate studio curriculum integrating design theory, building structure and systems, and collaboration with campus and community partners.
- Recruit, advise, and mentor students.

MINIMUM QUALIFICATION

Terminal degree in architecture — Master of Architecture degree, equivalent graduate/professional degree in architecture, or a doctorate/Ph.D. in architecture

PREFERRED QUALIFICATION

- Professional licensure in the U.S. or international equivalent
- Evidence of community, professional and academic partnership experiences
- Experience with NAAB accreditation process
- Professional practice experience
- Higher education academic experience

Assistant/Associate Professor of Architecture

Harding University is seeking candidates for faculty in an accelerated master's degree in architecture.

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Initial application should include a letter of interest and curriculum vitae. Complete applications require three spiritual references, three professional references, and official transcripts for all degrees earned. Salary and rank are determined based on credentials and experience.

ROLE

- Assist the program during candidacy and seeking full accreditation with NAAB
- Contribute to the architecture curriculum by advising program decisions and developing course content.
- Teaching commensurate with experience and training
- Participate in the development of various curricular/co-curricular activities
- Build/manage program relationships with other departments, the profession and the community
- Possess strong design skills and expertise in building systems design and integration with the ability to teach courses in materials and methods, building systems, and integrated design.
- Create and teach studio curriculum integrating design theory, building structure and systems, and collaboration with campus and community partners.
- Recruit, advise and mentor students.

MINIMUM QUALIFICATION

Terminal degree in architecture — Master of Architecture degree, equivalent graduate/professional degree in architecture, or a doctorate/Ph.D. in architecture.

PREFERRED QUALIFICATION

- Professional licensure in the U.S. or international equivalent
- Evidence of community, professional and academic partnership experiences
- Experience with NAAB accreditation process
- Professional practice experience
- Higher education academic experience

Exhibit 2

NAAB **NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.**
107 S West St, Suite 707 | Alexandria, VA 22314
info@naab.org | 202.783.2007 | www.naab.org

November 28, 2022

Marty Spears, PhD
Provost and Chief Academic Officer
Harding University
915 E. Market Ave.
Searcy, AR 72149-5616
provost@harding.edu

SENT VIA EMAIL

Dear Provost Spears:

At their October 2022 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the application for eligibility for candidacy for the Harding University's Master of Architecture program.

Based on the NAAB review, the proposed professional architecture degree program, Master of Architecture (30 semester credits), has been accepted as eligible for candidacy. A virtual visit for initial candidacy will be scheduled in the fall 2023. This visit will be conducted under the provisions of the *2020 NAAB Conditions for Accreditation* and the *2020 NAAB Procedures for Accreditation*.

The program is required to submit an Architecture Program Report (APR) for Initial Candidacy six months before the date of the visit to NAAB at accreditation@naab.org. As the program is developing its APR- IC, it must address all Conditions and sub-conditions. Areas the program may wish to prioritize include:

- **Condition 1:** As it develops its own identity separate from the Interior Architecture program, the program will need to describe its role in and relationship to the university community as well as the way in which the program encourages students and faculty to learn inside and outside the classroom.

- **Condition 2:** The program has provided its founding principles, which include many of the Shared Values of the Discipline and Profession. As the program continues to develop, it must describe how it responds to all shared values of the profession.

- **Condition 3:** The program must develop a PC/SC matrix to detail its approach to and assessment of all Program and Student Criteria. In addition, for each of the Program and Student Criteria, the program must develop student learning outcomes and determine assessment points and assessment methods that allow for the aggregation and analysis of student learning data.

- **Condition 4:** The program must review and articulate its curricular requirements for professional studies, general studies and optional studies. In addition, the evaluation of preparatory education will be an important condition to consider as the admissions and transfer requirements are finalized for the M.Arch.

- **Condition 5:** Planning, assessment and curricular development processes are key to this condition and must be developed and articulated with respect to the M.Arch. program. Processes and policies related to other elements in this condition including human, physical, financial and information resources will need to be updated as the program undergoes the changes planned for these areas.

Exhibit 2

- **Condition 6:** The program must publicly document its policies and procedures for student admissions, advising and financial aid, in addition to meeting the other requirements detailed in Condition 6.

If you have any questions, please contact the NAAB office at accreditation@naab.org.

Sincerely,

David L. Hoffman, FAIA, NCARB
President

cc: Gretchen Frickx, EdD, Director, NAAB, and Review Panel Member
          Annie Ringhofer, Director, NAAB, and Review Panel Member
          Robert M. Steelman, B.Arch., AIA, Director of the Architecture Program

Exhibit 3

HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 15, 2021

National Architectural Accrediting Board

To whom it may concern:

This is to confirm that Harding University, is accredited by the Higher Learning Commission (HLC) at the certificate, bachelor's, master's, doctoral, and specialist's degree-granting levels and has been continuously accredited since 1954. Additional information on this institution is available on HLC's website at

https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1021

If you have further questions at this time, please feel free to contact me at pnewton@hlcommission.org or 312.263.0456, ext. 146.

Sincerely,

Patricia Newton-Curran
Vice President of
Systems and
Accreditation
Services

Exhibit 4

HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

May 27, 2022

Dr. David Burks
President
Harding University
HU 12256
915 E. Market Ave.
Searcy, Arkansas 72149

Dear President Burks:

This letter serves as formal notification and official record of action taken concerning Harding University by the Institutional Actions Council of the Higher Learning Commission at its meeting on May 23, 2022. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC concurred with the evaluation findings and approved the institution's request to offer the Master of Architecture and Bachelor of Arts in Architectural Studies.

CIP Code	Program Name	Program Level	Credit Hours
04.0201	Master of Architecture	Master	168
04.0201	Bachelor of Art in Architectural Studies	Bachelor	133

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at https://www.hlcommission.org/
isr-request.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.html.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison John Marr. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President

CC: ALO

Exhibit 5

Bachelors of Arts in Architectural Studies (BAA)
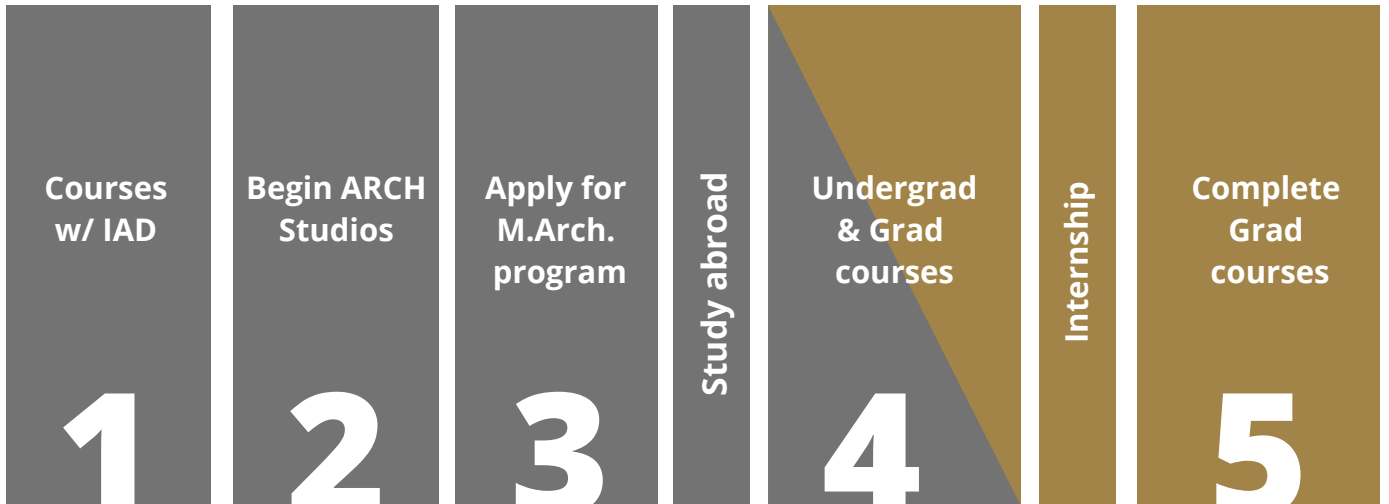
+

Masters in Architecture (M.Arch)

Courses w/ IAD	Begin ARCH Studios	Apply for M.Arch. program	Study abroad	Undergrad & Grad courses	Internship	Complete Grad courses
1	**2**	**3**		**4**		**5**

Exhibit 5

2022-2023 | BAA + M.Arch | Bachelors of Arts in Architectural Studies + Masters in Architecture

Sample five-year plan for students pursuing a degree in architecture.

The curriculum in this document may differ from the student's catalog. Always consult your academic advisor when planning.

	FALL	**SPRING**
YEAR ONE	BNEW 1010 (2) ENG 1110 (3) MATH 2300 (5) **ARCH 1010 (3)** **ARCH 1020 (3)**	BNEW 1030 (2) ART 1010 (3) BIOL 1100 (3) **ARCH 1060 (3)** **ARCH 1080 (2)** **ART 1600 (3)**
	16 Credit Hours	16 Credit Hours
YEAR TWO	BOLD 2010 (2) PHYS 2010 & 2010L (4) **ARCH 2210 (3)** **ARCH 2500 (3)** **ARCH 2610 (5)**	BOLD 2030 (2) ENG 2110 (3) **ARCH 2700 (3)** **ARCH 2780 (5)** **ARCH 2800 (3)**
	17 Credit Hours	16 Credit Hours
YEAR THREE	Bible Elective (2) BUS 2510 (1) COMM 1010 (3) **ARCH 3200 (3)** **ARCH 3610 (5)** **ARCH 3500 (3)**	ART 3750 (Bible) (3) KINS 1010 (2) Elective (1) **ARCH 3400 (3)** **ARCH 3780 (5)** **ARCH 3820 (3)**
	17 Credit Hours	17 Credit Hours
SUMMER Study Abroad	HUM 2730 (6) satisfies ENG 2010 or 2020 and HIST 2100 or 2110 **ARCH 4100 (3)**	
	9 Credit Hours	

Exhibit 5

2022-2023 | BAA + M.Arch | Bachelors of Arts in Architectural Studies + Masters in Architecture
Sample five-year plan for students pursuing a degree in architecture.

	FALL	SPRING
YEAR FOUR	Bible for Global Perspective (3) One from: SOC 2030/ECON 2010/POLS 1787/PSY 2010 (3) **ARCH 4200 (3)** **ARCH 4300 (3)** **ARCH 5610 (5)**	Bible Elective (2) HIST 1010 or 1020 (3) **ARCH 4800 (3)** **ARCH 5780 (5)** **Elective from ARCH, CVLE, CONS, IDA, or Business (3)**
	17 Credit Hours	16 Credit Hours
SUMMER Internship	**ARCH 5870 (0)**	
	0 Credit Hours	
YEAR FIVE	**ARCH 5800 (3)** **ARCH 6500 (3)** **ARCH 6610 (6)**	**ARCH 6410 (3)** **ARCH 6780 (6)** **ARCH 6800 (3)**
	12 Credit Hours	12 Credit Hours

2022-2023 | BAA |Bachelors of Arts in Architectural Studies
Persistence Plan for Bachelor of Arts in Architectural Studies only.

	FALL	SPRING
YEAR FOUR	Bible for Global Perspective (3) ENG 2010 or 2020 (3) Elective (3) **ARCH 4200 (3)** **ARCH 4300 (3)**	Bible Elective (2) One from: SOC 2030/ECON 2010/POLS 1787/PSY 2010 (3) HIST 2100 or 2110 (3) ENG 2010 or 2020 (3) **ARCH 4800 (3)**
	15 Credit Hours	14 Credit Hours

Exhibit 5

2022-2023 | BAA |Bachelors of Arts in Architectural Studies
Persistence Plan for Bachelor of Arts in Architectural Studies only.

ARCH 1010 Intro to the Built Environment (3)
Introduction to the professions of architecture and related disciplines. Includes an explanation of career options and the paths to becoming a licensed professional. Fundamentals of design are introduced and applied in design exercises.

ARCH 1020 Architectural Graphics l (3)
Introduction to the basics of architectural graphics utilizing manual techniques applied using a variety of methods and media. Six studio hours per week.

ARCH 1060 Architectural Graphics ll (3)
Development of architectural representational graphic techniques and visual communication with a focus on sketching, perspective, and rendering.   Six studio hours per week.

ARCH 1080 Human Behavior & the Built Environment (3)
Study and application of the concept of spatial organization, how it is affected by human behavior, and how it influences human behavior. An exploration of how the built environment is shaped by the design process from individual spaces to urban environments.

ARCH 2210 Architectural Graphics lll (3)
Advanced architectural graphics utilizing digital modeling platforms. Students are required to have access to a laptop adequate to run instructor-designated software. Six studio hours per week.

ARCH 2500 History & Theory of Architecture l (3)
An introduction to the history of architecture and urbanism in major world cultures from prehistory through the mid to late 1700s.

ARCH 2610 Architecture Studio l (5)
An introduction to the architectural design process and presentation methods explored through projects focused on environments for living. An exploration of how the design process responds to multiple influences including site, scale, and social context.   Eight studio hours per week.

ARCH 2700 History & Theory of Architecture ll (3)
A study of the history of architecture and urbanism in major world cultures from the mid to late 1700s through the late-20th century. An exploration of the influence of technological and cultural influences on the development of design and planning.

ARCH 2780 Architecture Studio ll (5)
A study of the design conceptualization and implementation process explored with projects focused on providing shelter and social support through the built environment with a focus on relationships between natural and constructed environments. Eight studio hours per week.

ARCH 2800 Structural Systems l (3)
An introduction to basic foundation and structural systems including the factors that influence the selection and design of those systems considering safety, longevity, and sustainability.

ARCH 3200 Environmental Systems (3)
An introduction to environmental systems for buildings including heating, ventilation, air conditioning, plumbing, and fire protection. Explores the factors that influence the selection and design of those systems including indoor environmental quality, performance, and energy conservation.

Exhibit 5

2022-2023 | BAA |Bachelors of Arts in Architectural Studies
Persistence Plan for Bachelor of Arts in Architectural Studies only.

ARCH 3400 Structural Systems ll (3)
The study of structural systems for buildings including concrete, masonry, wood, steel, integrated assemblies, and emerging systems and how those systems are influenced by compliance with regulatory requirements and site-specific conditions.

ARCH 3500 Regulatory Codes (3)
Fundamental Principles of evaluating regulations, zoning, and life safety codes and ordinances applicable to the built environment. Students will explore the process of research and compliance with various local, state, regional, and national laws and codes as they apply to a particular project.

ARCH 3610 Architecture Studio lll (5)
Continued development of visual, written, and oral communication skills exercised through design projects of increasing scope, complexity, and context. Project parameters include interpersonal relationships, social and cultural context, relevant business and economic considerations, and professional ethics. Eight studio hours per week.

ARCH 3780 Architecture Studio lV (5)
An exploration of the collaborative nature of the design process and the architect's role in the leadership of multidisciplinary teams through the creation of positive and
respectful working environments among diverse stakeholders. Projects will involve coordination with students in Interior architecture, engineering, and construction science programs. Eight studio hours per week.

ARCH 3820 History & Theory of Architecture lll (3)
Examines the history and theory of modern and contemporary architecture combined with discourse on the evolution, context, and implications of a variety of formative architectural concepts and conjectures. Students will develop critical thinking skills as they explore how perception has affected architecture in the past and how it can contribute to greater awareness and understanding of the profession in the future.

ARCH 4100 Architectural Travel (3)
An exploration of how architectural history has influenced modern architecture with an emphasis on the urban built environment. Includes lectures, site visits, and seminars as
well as options for individual research and special topics.

ARCH 4200 Building Envelope and Assemblies (3)
The study of exterior roof, wall, and cladding systems for building enclosure including integrated assemblies and how those components impact environmental systems and controls. Considerations for acoustical principles, thermal performance, passive solar techniques, and natural lighting will be explored.

ARCH 4300 Building Technology (3)
A study of electrical systems for buildings, including power, lighting, life-safety, data & communications, and other auxiliary systems. Explores the impact on the environment of decisions regarding factors of performance, resilience, and adaptability.

Exhibit 5

2022-2023 | BAA |Bachelors of Arts in Architectural Studies
Persistence Plan for Bachelor of Arts in Architectural Studies only.

ARCH 4800 Building Systems Integration (3)
Exploration of the physical and functional interface between various building systems and components with emphasis on improving the health, safety, and welfare of building users and reducing the impact of building systems on the environment.

ARCH 5610 Advanced Architecture Studio l (5)
Experiential application of the programming, design, and documentation process exercised through collaboration with a local non-profit to design a simple building project. Buildable projects will be selected with consideration for their benefit to people of varying socio-economic backgrounds, resources, and abilities. Projects will involve collaboration between disciplines. Eight studio hours per week.

ARCH 5780 Advanced Architecture Studio ll (5)
This studio will focus on the completion of the project designed in ARCH 5610. Students will gain hands-on experience with multiple aspects of project delivery, including scheduling and deadlines as they collaborate and participate directly in the construction of the project. Eight studio hours per week.

ARCH 5800 Professional Practice (3)
Relationships, regulations, and responsibilities related to architectural practice with an emphasis on professional ethics. Course material includes fundamental business procedures, organization, risk management, and documents in preparation for the internship.

ARCH 5870 Architecture Internship (0)
Ten-week internship with an approved architectural firm, public or private agency. Students will prepare a post-internship report per program guidelines.

ARCH 6410 Special Topics in Architecture (3)
Research and verbal/written/graphic documentation on an approved, individually selected architectural design project or subject matter intended to further the study and practice of architecture. Innovative projects or subjects will be chosen with the goal of developing critical thinking skills, solving existing problems, and enhancing the quality of life through improvements to the built environment. A maximum of 6 hours may be earned in ARCH 6410.

ARCH 6500 Design Research (3)
Introduction to the research process as it relates to architecture and the built environment including strategies for qualitative and quantitative research techniques. Includes the exploration of methods for communicating both the problems necessitating the research and the research results.

ARCH 6610 Advanced Architecture Studio lll (6)
Selection, presentation, and approval of the master's thesis project. Design of research methodologies and implementation - documentation of research for the approved project. Ten studio hours per week.

ARCH 6780 Advanced Architecture Studio lV (6)
Design, documentation, and verbal/written/graphic presentation of the solution to the approved master's thesis project. Ten studio hours per week.

ARCH 6800 Advanced Professional Practice (3)
Advanced study of architectural practice, legal, and office organization structures. Basic principles of human resource management, project administration, accounting practices, consultant relationships, legal documents, and project delivery options.

Student Handbook
& Studio Culture

2022-2023

Exhibit 6

Table of Contents

Exhibit 6

WELCOME to the Architecture program in the Department of Art and Design at Harding University. Please know that you are valued as a unique individual and we hope your experiences here will prove to be rewarding. This program has been developed specifically with you and your future in mind. As the mission statement says, the faculty and staff strive to provide you with the highest quality professional education, founded on the teachings of Jesus. This handbook has been compiled to create an environment of professionalism and success and as a reference as you work toward your degree. You are encouraged to communicate any questions or concerns regarding this program to your advisor or the department chair. Open, honest and constructive communication is always welcome. We look forward to working with you as you reach your personal, professional and spiritual goals.

The **MISSION** of the Architecture program at Harding University is to educate engaged professionals who: possess a strong foundation in Christian values, are passionate about design and the creative process, are responsible stewards of the created environment, practice empathy and respect for individual diversity, possess technical capability, collaborate and lead with integrity and respect, selflessly serve their community and seek continual improvement for themselves and society. This mission is carried out by dedicated, student-focused faculty who strive to embody these same qualities through a Christ-centered approach to mentoring, teaching, scholarship, and service.

The **FOUNDING PRINCIPLES** of the Architecture program at Harding University are:

Develop an architecture program founded on the following principles:
1. Character, Integrity & Service
   a. Foundational ethics
   b. Value diversity and actively practice inclusion through respect for all persons
   c. Community engagement
   d. Service-focused world view
   e. Personal and professional responsibility to practice mercy, grace and pursue justice
2. Technical Capability
   a. Preparation for licensure
   b. Practical experience
   c. Value life-long learning
3. Design Excellence
   a. Creativity
   b. Passion
   c. Critical thinking
   d. Exposure to diversity of design theory, styles and expression
4. Environmental Responsibility
   a. Stewardship of creation
   b. Social justice
   c. Responsibility for responding to, managing and mitigating climate change
   d. Practice practical sustainability in the operation of the program
5. Interdisciplinary collaboration (Interior Architecture and Design, Engineering, Construction Science and other programs)
   a. Shared classes / faculty
   b. Joint projects
   c. Design-build projects
   d. Respect for and appreciation of the contributions of others

Exhibit 6

The **PHILOSOPHY** of the Architecture program at Harding University is that we strive to provide every student with our very best efforts to assure they receive a professional education that provides ample opportunity to develop design skills, comprehensive knowledge and experiences that exercise those skills and knowledge through creative and relevant design projects and experiences, all within a respectful and nurturing environment. Harding architecture encourages students to develop an attitude of service toward others with empathy and sensitivity to the impact of design on the community and the environment.

The Architecture program at Harding University is pursuing candidacy for **ACCREDITATION** by the National Architecture Accrediting Board (NAAB). "In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards. Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree."

FINANCIAL CONSIDERATIONS: An Architectural education can be both academically rigorous and financially challenging. All architecture majors incur a program fee of **$250 per semester** for the first year of the program and a program fee of **$600 per semester** for the duration of the program. Additional financial considerations include drafting and rendering supplies, printing costs, presentation materials, laptop computers, class trips, etc. Due to the visual and professional nature of the architecture profession, costs for an architecture degree can be higher than in other disciplines. You must be prepared to buy needed equipment and supplies. Each student should plan for costs that may be incurred throughout the semester in multiple courses that require materials, printing, mounting, etc.. Budgeting for these essential expenses throughout the semester will assure that your projects maintain a level of quality that is appropriate for your portfolio.

There are many **ACTIVITIES & OPPORTUNITIES** related to this degree. It is our hope that you will participate in as many of these as possible to maximize your experience in the architecture program. All architecture students are encouraged to join and participate in the **American Institute of Architecture Students** (AIAS). This national organization offers students the opportunity to interface with practicing professionals, students from other institutions and industry representatives. It provides excellent opportunities for learning and networking with students, architects and others in related professions. Minority architecture students are encouraged to join and participate in the **National Organization of Minority Architects Students** (NOMAS). This national organization supports and empowers underrepresented students of color and minority communities through opportunities such as mentorship programs, portfolio and resume critiques, meeting and networking with professionals at conferences and other events. Additionally, students are encouraged to participate in regional and national conferences and design competitions. Travel opportunities are available including annual trips to Northwest Arkansas and Chicago. These trips provide opportunities to visit design firms and experience great design as well as historic architecture. An overseas travel program provides students with opportunities to experience great architecture in in the context of different cultures. A summer program required between the third and fourth years includes a summer of touring Europe where you will be able to take courses required for the degree and travel with architecture and interior architecture faculty.

Exhibit 6

In addition to the various opportunities available to students, **ART AND DESIGN SYMPOSIUM** credits are required to be completed in each course every semester. Various eligible Art & Design Symposium activities and professional activities will be announced throughout the semester. Students are required to complete a specified number of symposium credits each semester. This may include AIA events, ASID events (local/state/regional/national) and other approved events (see Canvas for a listing). Individual events or activities must be pre-approved before they will be counted for A&DS credit. Students will be invited to the **"Art & Design Symposium"** Canvas course in which submissions and a survey are to be completed in this course each semester. A&DS points will be added to current ARCH and Art & Design courses. Eligible A&DS events and activities will be announced in the Canvas course throughout the semester as they are approved. Students are encouraged to propose activities to professors for approval. For more details, submission requirements, and explanation, see the Art & Design Symposium Canvas page.

A **MANDATORY ARCHITECTURE MEETING** occurs at the beginning of each fall semester. Students are required to sign a roll sheet for documentation of attendance at the meeting. Introduction and presentation of program requirements found in the Architecture Student Handbook will be discussed, as well as semester schedules, announcements, other news and information.

ADVISING is available for architecture students in accordance with university policies. All students are required to meet with their designated advisor each semester to ensure that the required architecture courses are taken during the appropriate semester.
First and second year advisor:
- Robert M. Steelman, AIA in Olen Hendrix Room 308 - phone # 501-279-5279 - msteelman@harding.edu

While the university catalog is the ultimate authority on requirements for graduation, advisors are an important part of your success as a student. Advising sessions will be available each semester by appointment. Feel free to contact your advisor at any time to discuss questions or concerns related to classes and schedules.

With all of the activities and opportunities available, the **ARCHITECTURE CANVAS PAGE** is a valuable resource to keep students up to date with ongoing AIAS and NOMAS student chapter activities, conferences, departmental trips, Art and Design Symposium credit opportunities, etc. All students should verify that they can access the Canvas page and are receiving any emails and notices sent through Canvas.

The Architecture program also shares information with student families, the professional community, prospective students and others through multiple forms of **SOCIAL MEDIA**. We encourage all students to follow the architecture Facebook page and Instagram account, as well as the Harding Art and Design Facebook and Instagram pages.
- Facebook: Harding Architecture
- Instagram: harding_iad

Publicity and Marketing Statement: Additionally, photographs, videos, etc. of students, student work, events, and activities may be taken for promotion of the Architecture program. These images may be used to market the Architecture program and showcase student work online and on printed or social media. If a student does NOT desire an image of themselves or their work to be seen publicly, then they should communicate their desire to the program director and to the photographer at any event or activity.
Additionally, we ask that you are thoughtful of anything you might choose to post on social media. Both the reputation and family of Harding University and the Architecture program can be affected when a post is inappropriate or perceived in the wrong way.

Exhibit 6

Another consideration when budgeting for school equipment is **TECHNOLOGY, COMPUTER & SOFTWARE REQUIREMENTS**. Each student is required to have a **PC** laptop prior to the fall semester of your second year. This computer must be capable of running the required drafting software as well as Microsoft Office programs such as Microsoft Word, PowerPoint, and Excel. Revit Systems Requirements for Autodesk and Enscape should be used in the selection of a laptop. Students will also need to check with their instructor to determine the version of Revit that will be utilized. Other recommended software includes Autodesk Architectural Desktop, SketchUp Pro or free version, Microsoft Office Suite (Word, PowerPoint, and Excel), and Adobe Creative Suite. The following foundational skills are expected of all students who access Canvas. This list represents a minimum expectation of your ability to function effectively in a technical environment.

1. Access Harding's Canvas and navigate course content
2. Written communication skills, email, attachments, uploading, and downloading capabilities
3. Online etiquette (netiquette), including privacy and security awareness
4. Navigate the Internet for scholarly research
5. Utilize basic software/app programs needed for word processing, data analysis, and presentations
6. Responsible for keeping track of digital files. Two "Back Up's" of all digital files, at all times, is recommended. Suggested hardware for storage: thumb drives and/or external hard drives

Technology resources on Harding Campus can be found at DormNet or through Canvas Guides. These **POLICIES** exist to create an atmosphere of **PROFESSIONALISM** and respect. As a Christian, your attitude should be one of selflessness and a desire to help others. We expect you to treat fellow students, faculty and staff, and the facilities with respect. You are an ambassador for the architecture program at all times in everything you do. Professionalism should be evident in projects, writing, and oral communication (including emails), lecture, studio, class trips, and internships. The faculty is committed to treat each student with respect and professionalism. That same attitude of respect and professionalism is expected from each student.

At Harding University, the **FACULTY/STUDENT RELATIONSHIP** is unique in many ways. In the architecture program, we strive to be available and accessible to the students at all times. As colleagues, we model professional relationships and standards to our students. To support and help balance the studio/teaching activities of faculty with administrative and program work, students should be aware of the following:

● Faculty office hours are designed with the student in mind. All full-time faculty office hours are published in course syllabi and posted outside of their office. Contact information is also included in the course syllabi. If you need to schedule a time outside of the designated office hours, please email or call the faculty member. The Architecture faculty are willing to work with you to find a convenient time for both parties.
● If a faculty member's door is closed, even if they are present in the office, students should respect the faculty's privacy and work schedule. Additionally, if the faculty is in a meeting with an individual, please do not interrupt.
● We encourage students to use proper business etiquette and grammar when emailing faculty to develop professional communication skills. Proper email etiquette gives the recipient 24 hours to respond. If you have not heard from a faculty member within two days, send a follow-up email or text.

Exhibit 6

- In addition to email, texting can be considered a form of business communication. However, texting as a form of business communication is different than texting with a friend. Each faculty member will state their preferred method of communication in course syllabi and how they will or will not use texts when communicating with students.
- Communication and the exchange of information between the student and faculty is continually changing. As methods of information sharing continue to evolve, we encourage students to use all available resources to find answers, share ideas, develop concepts, and explore methodologies.
- Students are encouraged to develop a passion for life-long learning, independent exploration and personal growth and to share their passion with others.

Students are expected to exhibit the highest level of **ACADEMIC INTEGRITY**, consistent with Christian ethics. Honesty and moral character are traits that should describe each one of us as followers of Jesus Christ. Academic dishonesty will result in penalties up to and including dismissal from class with a failing grade and will be reported to the Provost for Academic Affairs. Therefore, the Interior Architecture and Design program fully supports and enforces Harding University's Academic Integrity Policy as delineated in the University Undergraduate catalog.

- Blythman, M., Orr, S., & Mullin, J. (2007). *Reaching consensus: Plagiarism in non-text media*.http://www.plagiarismadvice.org/resources/teaching-resources/item/blythman-casestudy.

  "Statement on the tradition of artistic creation: Artists create out of a long tradition of building on what is already in the world and then seeing and making something new of it. Therefore, it is acceptable/ unavoidable to use other people's work as a starting point for your creative vision, but you must move it forward in some way. For example, you might be inspired or impressed by another designer's use of materials, patterns, layout, or color scheme; you might want to create a room "like that," you may want to develop your ideas within a current fashion e.g. minimalist and use of sustainable materials, but unless you add to that designer's vision your way of interpreting the effect you admire, you are merely copying (plagiarizing). Another way to think about a design idea comes from designers: they often claim that they start with a theme or idea out of which their design grows. For example, a recent show by Dior was inspired by that designer's collection of paintings. The resulting designs referenced materials, shapes, and colors of actual paintings by Monet, Dali, and Renoir. Since Dior also is designing small hotels now, it would not be surprising to see this inspiration appear in lobbies and rooms.
  While copying a process or design may be part of learning and developing your creative process, your finished interiors must either elaborate an idea or develop and move forward with what someone else has done. You can do this by changing in some way that has a unique effect: Scale, Color(s), and Juxtaposition of styles, Content, Meaning, Lighting, Feeling, Materials, and Placement"

- Plagiarism:
  o Design is an artistic creative process from inception and inspiration to the ultimate solution or inspired design. Plagiarism may include: traced or borrowed works of other student, teachers or practitioners; traced, scanned, or photocopied from designs of contemporary and/or historical architects or published materials, and photographic images unless specifically required or authorized by the professor; duplicated, stolen, or closely imitating works from other students, architects, and designers; and (4) personal works from previous semesters. All work shall be completed and submitted to meet the requirements of each course alone, and may not serve to fulfill the requirements in a second class without the express written permission of both instructors.

Exhibit 6

- Whistleblower Policy:
  - o The Harding University Architecture program is committed to providing all students with a safe and productive learning environment. If any student has a reason to believe or reasonably suspect that another student is involved in any activities that would violate program policies, that individual may report such activities without fear of reprisal or retaliation. The individual should notify his/her instructor or may notify the department chair. They may also report the information anonymously.

In the "real world", architects are required to meet critical **DEADLINES**. We desire to create an environment that will help prepare you for your career and the pressures associated with a project driven profession. All course work is due by the stated due date/time. The deadline policy of the Architecture program and the policy on late work is as follows:

- Completed late work is accepted within one week of the original due date and grading will begin at a score of 50%. The instructor reserves the right to reject late work based on the level of project quality and/or completion. Issues related to computers, printing, or other technologies are not acceptable excuses for late work. Incomplete work will be accepted upon the due date and grading will begin at a score of 89%. Presentation of an unfinished or incomplete project may be subject to additional penalty, may be rejected and the final project grade will reflect such. It is important to complete an unfinished project even after a grade has been given so you can include it in your portfolio. **Make-up Tests:** Make-up tests necessitated by an excused absence must be completed within **one week** of the original test date. The student is responsible for contacting the professor and scheduling a new test date.
- Assignments are due on the date given in the Tentative Class Schedule and/or Canvas calendar—with or without verbal reminders—unless otherwise stated in class, on Canvas, or e-mail. All projects must be submitted to the instructor in person or as designated by the professor. Submission may be direct to the professor, by email, Google Drive, or Canvas. Submission requirements will be defined with each assignment. Projects should not be left outside the instructor's office door, with other students, instructors or with the architecture program administrative assistant unless specifically instructed to do so by the professor. All assignments, whether submitted physically or digitally, must include the student's name, project title and date.
  "Late" is defined as submitted after the due date and time dictated by the instructor or published in the assignment section of this course on Canvas. When submitting assignments digitally on Canvas, students are responsible for pressing the *'submit' button* each time he or she has completed an assignment and then *double checking* that each submission is posted correctly. If the page indicating the assignment has been submitted does not appear, then the assignment has not been submitted.

To understand **TIME MANAGEMENT** expectations, the university has developed the following guide:

- For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for coming exams/quizzes, problem-solving, developing and completing projects and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Exhibit 6

Just as deadlines will be essential to your success as a professional, **ATTENDANCE & Flex Days** are an important barometer of your commitment to architectural education. Employers will expect prompt and consistent attendance and the same is true in school. Students are required to attend all classes and studio meetings, arrive on time, with the required work prepared and remain present for the scheduled duration of the class or studio. Because material for each class builds on previous classes, regular attendance is required. In the event of an excused absence, It is the student's responsibility to contact the instructor, catch up on all material that was missed and complete all assignments. Students are permitted "flex days" per course and student classification as follows.

- First and second year
  - Studio and lecture classes will be allowed two flex days per semester for Tuesday/Thursday and Monday/Wednesday classes and three flex days per semester for Monday/Wednesday/Friday classes.
- Third and Fourth year:
  - Studio and lecture classes will be allowed two flex days per semester for Tuesday/Thursday and Monday/Wednesday classes and three flex days for Monday/Wednesday/Friday classes.

Absences that are excused under the University's Student Handbook guidelines and have been acquired through the proper procedure will not count against the student's grade. It is the student's responsibility to inform the instructor and document excused absences. Work that is incomplete at the end of the semester due to excused absences will be addressed individually with the instructor, Department Chair, Provost and Office of Academic Affairs.

Each unexcused absence accumulated beyond the two/three allowed will result in a **2% reduction** of the final semester grade. Unexcused absences on project due dates will result in "late penalties" in accordance with the section on "Deadlines" above. When an unexcused absence causes a student to miss a test, grading will begin at a score of 89%

Attendance at **Class Critiques** is **mandatory** even when you are not presenting. Each student is expected to present his/her project in person. Each student participating on a team project is expected to be present for the presentation/critique even if the student is not directly involved in the presentation. If the project is turned in on time but not presented for critique the grade will automatically be lowered by **one full letter grade** and no critique will be given. Flex days cannot be used on class critique days.

Three **Tardies** will count as an unexcused absence. Students arriving late are distracting and often delay the beginning of class. Students leaving class early without permission, taking extended breaks during class, or coming to class without needed supplies, texts, etc. will also be counted as tardy.

Maintaining a **SAFE ENVIRONMENT** in the studio is extremely important. The following rules are essential to assure safety for students, faculty, staff, and visitors:

- Do not keep any aerosol adhesive or fixative at your desk, in your file cabinet or in the studio. A yellow, fire-safe storage unit is provided for the storage of aerosol containers. The architecture program provides spray adhesives for students' use; therefore, students will not need to bring any spray adhesives to the studio. All spray adhesives must be returned immediately to the yellow, fire-safe storage unit.
- Use spray adhesive and fixative only in locations designated by the instructor.
- Extension cords may be used provided they do not cross aisles or other traffic areas. Extension cords must be unplugged and stored during breaks and at the end of each semester. Personal extension cords should be labeled with the name of the owner.

Exhibit 6

The **DESIGN STUDIO** and **COMPUTER LAB** are important components of your architectural education. These spaces are designed to promote communal learning and exchange. Students are expected use studio and lab time effectively by being prepared and ready to work. Design studios intentionally provide the opportunity for feedback, critique, encouragement, and direction from both the instructor and classmates. Each student in the studio and computer lab must respect the space and those using it.

The architecture program is committed to providing dedicated studio space for each student in the program. The following rules are in place to assure the studio environment is respectful, comfortable and efficient for all students:

- Studios must be kept clean, providing a professional work environment. Each student is expected to respect others' use of the space by cleaning up after themselves. Use recycle bins when appropriate.
- Students may not enter or work in a studio space if a class is in session and they are not enrolled in that class.
- All boards, supplies, equipment, drawings, etc. must be straightened or put away when the student leaves the studio.
- Summer storage of student supplies and equipment is available upon request. Faculty will advise the student of the location and requirements to store items within the architecture facilities. Unrelated items from dorm rooms, apartments, etc. are not to be stored in architecture facilities. Storage is at the student's risk. Any missing, stolen, or damaged items are not the responsibility of the architecture program. Each student is responsible for any materials, supplies, etc. stored over holiday breaks or over the summer. All items left in the classroom or out of storage will be thrown away or become the property of the Art Department.
- Students may begin moving into a new studio space only with approval from the instructor and/or on the first day of class. When and how students select a work space and location within each studio will be determined by the instructor.
- Studio spaces with overhead projectors and speakers cannot be used by students except under the supervision of the instructor.
- Damaging or abusing classroom furniture or equipment is not acceptable. Do not cut mat board or other materials directly on tables, countertops or on the floor using exacto knives or other blades. Cut on approved cutting mats only. Always use an approved mat or protective cover when using markers or pant. Do not draw or render using markers or paint directly on drawing boards, tables, countertops or on the floor.
- All students are responsible for their personal property. Do not leave purses, computers, backpacks, supplies, or other items of value unattended. Label all personal items and keep your storage drawer locked when you are not present.
- Students must respect their peers and other students by practicing proper Studio Etiquette. Loud music, friends/visitors, movies, non-academic behavior, etc. both inside and outside of the studio can be inconsiderate and insensitive to others who are trying to be productive and need a quiet work environment. Students may listen to personal music, movies, etc. with earphones. When the entire group chooses to watch a movie, show or listen to music as a group, consideration must be exercised to assure the content is acceptable to everyone and not offensive to anyone in the studio.
- Computer labs are to be used strictly as a work/study environment. Loud music, friends, movies, non-academic behaviors, etc. are not acceptable in computer labs. Students must use earphones when using personal phones, tablets, etc. Students who exhibit disrespectful behavior may lose the privilege to use the computer lab except during scheduled class time.
- Even though studio classes last for an extended period, taking long breaks during a scheduled design studio is not acceptable unless approved by the instructor. Students may take short breaks as necessary.

Exhibit 6

- Individual students should not dominate the instructor's time to assure all students receive equal attention. Be prepared by having written notes and questions, project papers and drawings ready for review, and supplies available for additional instruction.
- Use of cell phones is not permitted during scheduled studios. Phone use should be limited when in the studio during other times to respect the work environment for others.
- Checking emails, social media, watching movies and doing homework for other classes is strictly prohibited during scheduled studios.
- Students should come to the design studio prepared to work and respect productivity of others.
- Always throw away or remove all food and drinks when leaving the studio. Drinks brought to studio spaces should always have a lid. Consumption of food or drink in studios is at the discretion of the instructor. Refrigerators are intended to be used for temporarily storage of personal items. If a class decides to purchase community snacks or drinks, they should be clear as to the assignment of costs and responsibilities. Mark personal items clearly. The class will collectively determine if any foods are "off-limits" (i.e. microwave popcorn, etc.). All food stored or left in the studio must be sealed to prevent attracting unwanted guests (ants, mice, etc.).
- All windows and doors should be closed, locked and lights turned off when the last person leaves the studio.
- Respect the desk and work area of the instructor to assure it is clear and available for use at the start of each class or studio.
- Artwork, posters, plants, etc. are welcome in the studio provided they don't detract from the atmosphere of a professional workspace and they are acceptable to all other students sharing the studio.
- Studio Surfaces: Mounting methods for adhering any items to studio walls and/or ceilings must be approved by faculty to prevent damage to surfaces.
- If damage occurs to surfaces, furniture, equipment, etc., students should notify the instructor, program director or administrative assistant immediately. Accidents happen and students will not be held responsible for unintentional damage.
- Students who abuse studio resources or exhibit behavior that is disrespectful to others may lose the privilege to use the studio or equipment except during scheduled class time.

The architecture program is committed to providing adequate and functional computer lab space for each student in the program. The following rules are in place to assure the lab environment is respectful, comfortable and efficient for all students:
- Students should not use the computer lab if the lab attendant is not present unless approved by a faculty member.
- Each student should clean up after his/herself.
- If listening to music, headphones MUST be used.
- Respect the lab, lab rules, and lab attendant.
- Save your files before you leave, on Google Drive, a thumb drive, external hard drive, etc. (*students have unlimited storage on Google Drive through Harding email*)
- Log out

When using the **MATERIALS LIBRARY** students should respect the following rules:
- All unused samples must be returned to their proper storage location.
- Tables and countertops should not be used as cutting surfaces unless protected.
- Clean up after yourself. Plan enough time to both gather samples and put away unused or rejected samples.
- Do not leave paper scraps on the floor and always use recycle bins when appropriate.
- Do not use this area as a personal storage space. Any item left in this space is considered community property and all students will have the freedom to use such resources.
- It is the sole responsibility of architecture students to maintain the Materials Library in a neat and well organized manner.

Exhibit 6

All members of the Harding family are expected to abide by the university **DRESS CODE.** Additional standards of appearance may be required by certain academic or extracurricular programs.

A well-organized and comprehensive portfolio is the best way to document and present your skills as a designer. The architecture program **SECOND YEAR PORTFOLIO REVIEW** process is intended to assure you are producing high-quality, professional work. Each student is required to successfully complete a portfolio review during the second year to continue in the architecture program. Students must submit original work completed during their first two years as an architecture major.

The Second Year Portfolio Review occurs in the spring semester of the second year. All eligible architecture students must complete the review to continue to the third year of the program. If a student does not pass the second year portfolio review, they must resubmit in the spring before the semester is complete. Second year students will be advised of the exact dates early in the spring semester.

Following is an exert from the Harding University Catalog regarding the second year portfolio review for architecture students:

"Second Year portfolio review for architecture majors: Required after the student has completed: Art 1010, ART 1600, ARCH 1010, ARCH 1020, ARCH 1060, ARCH 1080, ARCH 2210, ARCH 2500, and ARCH 2610. The student must have a minimum GPA of 2.0 in all university courses and a minimum GPA of 2.5 in all art and design courses. Passing the Second Year Portfolio Review is a prerequisite to ARCH 3610. The remaining 2000-level ARCH courses are intended to reinforce and expand the skills necessary for third year studio courses.

Once a student has successfully completed the second year portfolio review and the fall semester third year ARCH classes, he/she must decide if he/she will pursue a Master of Architecture Degree or a bachelor of Arts in Architectural Studies. Those students who choose to pursue a **MASTER OF ARCHITECTURE (M.ARCH)** degree must submit an application to the graduate program during the fall semester of the third year.

During the summer between the third and fourth years, all architecture students are required to complete a **STUDY ABROAD PROGRAM**. The Harding architecture study abroad program includes two weeks of on-campus coursework during intercession followed by four weeks of travel to Italy, Spain, France and England. The program will expose students to a diverse set of architectural styles in a variety of cultural settings.

A critical component of architectural education is the **STRUCTURED INTERNSHIP**. During the summer between fourth and fifth year, the structured internship is a supervised work experience with a registered architect or an architecture firm. It provides opportunities to gain experience on actual projects, experience a professional work environment, develop relationships and relate the skills, knowledge and theory acquired in the classroom to practice. Though it is ultimately the responsibility of each student to locate a suitable site for their structured internship, the architecture program will assist through an extensive network of alumni (from Interior Architecture and Design), friends, advisory board members and colleagues from across the country. Each student should compare all available options to determine the best fit for his/her needs considering future career goals. Potential internship opportunities should be discussed with the architecture faculty who will coordinate the internship program. The structured internship consists of 225 hours of work on-site during the summer between the years four and five. The valuable information and skills acquired during the structured internship will inform your fifth year studio work.

Exhibit 6

GRADES are a necessary part of the education process. The chart below has important information, including an explanation of the grade scale, to help you succeed as an architecture student. Please disregard any information not related to Harding University or if it contradicts the information already published in this handbook.

The Harding University standard of 90 -100 = A, etc. will be applied to all grading.

A =	100 – 90	B =	89 – 80	C =	79 – 70
D =	69 – 60	F =	59 or below		

Exhibit 7   PROGRAM AND STUDENT CRITERIA MATRIX

Course Key (columns):

Code	Title	Term
ARCH 1010	Intro to Built Environment	BA-AS Y1 Fall
ARCH 1020	Architectural Graphics I	BA-AS Y1 Fall
ART 1010	Art Appreciation	BA-AS Y1 Fall
ARCH 1060	Architectural Graphics II	BA-AS Y1 Spring
ARCH 1080	Human Behav. & Built Env.	BA-AS Y1 Spring
ART 1600	Design Foundations	BA-AS Y1 Spring
ARCH 2210	Architectural Graphics III	BA-AS Y2 Fall
ARCH 2500	History & Theory of Arch I	BA-AS Y2 Fall
ARCH 2610	Architecture Studio I	BA-AS Y2 Fall
ARCH 2700	History & Theory of Arch II	BA-AS Y2 Spring
ARCH 2780	Architecture Studio II	BA-AS Y2 Spring
ARCH 2800	Structural Systems I	BA-AS Y2 Spring
ARCH 3200	Environmental Systems	BA-AS Y3 Fall
ARCH 3500	Regulatory Codes	BA-AS Y3 Fall
ARCH 3610	Architecture Studio III	BA-AS Y3 Fall
ARCH 3780	Architecture Studio IV	BA-AS Y3 Spring
ARCH 3400	Structural Systems II	BA-AS Y3 Spring
ARCH 3820	Hist. & Theory of Arch III	BA-AS Y3 Spring
ART 3750	Visual Aesthetics Bib. Persp	BA-AS Y3 Spring
ARCH 4100	Architecture Travel	BA-AS Y3 Summer
HUM 2730	Global Perspective	BA-AS Y3 Summer
ARCH 4200	Building Envelope Tech	BA-BS Y4 Fall
ARCH 5610	Adv. Arch. Studio I (Graduate)	BA-BS Y4 Fall
ARCH 4300	Building Tech	BA-BS Y4 Fall
ARCH 4800	Building Syst. Integration	BA-BS Y4 Spring
ARCH 5780	Adv. Arch. Studio II (Graduate)	BA-BS Y4 Spring
ARCH ELEC	ARCH, CVLE, IDA, or BUS	BA-BS Y4 Spring
ARCH 5870	Architecture Internship (Graduate)	BA-BS Y4 Summer
ARCH 5800	Professional Practice	MARCH Y5 Fall
ARCH 6500	Design Thesis Research	MARCH Y5 Fall
ARCH 6610	Adv. Arch. Studio III	MARCH Y5 Fall
ARCH 6410	Special Topics in Arch.	MARCH Y5 Spring
ARCH 6780	Adv. Arch Studio IV	MARCH Y5 Spring
ARCH 6800	Adv. Professional Practice	MARCH Y5 Spring
NC1	Art and Design Symposium	Non-Curricular
NC2	Student/Professional Organizations	Non-Curricular
NC3	Field Trips	Non-Curricular
NC4	Community Involvement	Non-Curricular
NC5	Guest Lectures	Non-Curricular

Matrix (I = Introduced, R = Reinforced, A = Assessed)

Criteria	1010	1020	ART1010	1060	1080	ART1600	2210	2500	2610	2700	2780	2800	3200	3500	3610	3780	3400	3820	ART3750	4100	HUM2730	4200	5610	4300	4800	5780	ELEC	5870	5800	6500	6610	6410	6780	6800	NC1	NC2	NC3	NC4	NC5
Shared Values																																							
Design		I		R					R		R				R	A						R			R						R		A						R
Env. Stewardship & Professional Respon.	I				R								R										A		R						R		A						
Equity, Diversity & Inclusion					I						R										R												A				R		
Knowledge & Innovation							I					R					R					A	R		R			R			A								R
Leadership, Collab. & Community Engmt.		I							R						R	A						R			R								A					R	
Lifelong Learning																				I	R					R			R				A						
Program Criteria																																							
PC.1 Career Paths	I																											R	R				A			R			R
PC.2 Design		I		R	R	R			R		R				R	R						A			R						R		A		R				R
PC.3 Ecological Know. & Respon.					I						I		R				A			R		R	A									A					R		
PC.4 History & Theory					I		R			R	R						A															A					R		
PC.5 Research & Innovation	I																A					R			R					R									
PC.6 Leadership & Collaboration	I			R					R								A					R			R						R	A			R				
PC.7 Learning & Teaching Culture				I													A					R									R		A		R				
PC.8 Social Equity & Inclusion				I							R										R												A				R	R	
Student Criteria																																							
SC.1 HSW in the Built Environ.											I		R			R						R	A	R				R	A										
SC.2 Professional Practice	I												R	R														R	R					A					
SC.3 Regulatory Context									I		R		R	A								R		R										A					
SC.4 Technical Knowledge	I										R	I	R	R			A					R		R	R					A									
SC.5 Design Synthesis		I								R						A						R			R								A						
SC.6 Building Integration											I	R	R	R		R	R					R	A	R	R			R	A								R	R	

Key
- I = Introduced
- R = Reinforced
- A = Assessed
- Undergraduate Course (gray)
- Graduate Course (gold): ARCH 5610, ARCH 5780, ARCH 5870, ARCH 5800, ARCH 6500, ARCH 6610, ARCH 6410, ARCH 6780, ARCH 6800

Exhibit 8

Renovations to the Third Floor of Kendall Hall

STOR.

STAIR

STUDIO
302

STUDIO
303

COMP. LAB
301

SMALL CLASS.
305

MAT. LIBRARY
307

WORK
309

RECEP.
311

EL

GALLERY
313

STAIR

DN

ELEC

STUDIO
314

STUDIO
315

STAIR

STUDENT
LOUNGE
317

CORR.

STOR.

STOR.

MEN

OFFICE
304

OFFICE
306

OFFICE
308

OFFICE
310

CUST
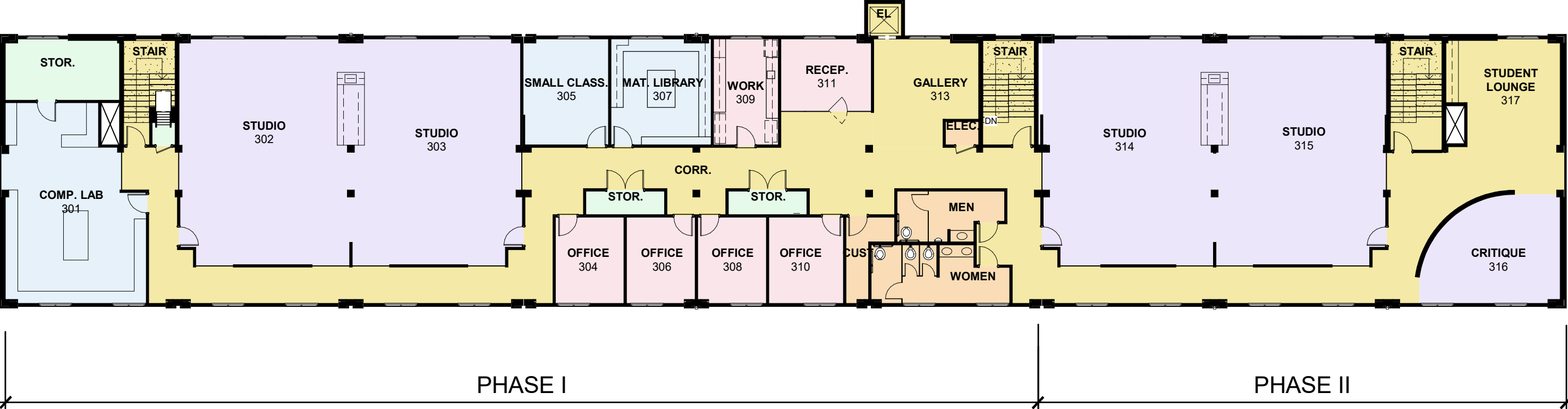
WOMEN

CRITIQUE
316

PHASE I

PHASE II

Exhibit 9

Charter

Harding University
Architecture and Interior Architecture Advisory Board

April, 2022

I. **Purpose**
   a. The Harding Architecture and Interior Architecture Advisory Board is established in 2022 to provide oversight, advice and support for Harding Architecture (HA) and Interior Architecture (IAD) from practicing professionals in architecture, interior architecture and related disciplines.
   b. The advisory board exists to help the Harding Architecture and Interior Architecture programs fulfill their missions and achieve full potential by providing guidance and assistance as it strives to provide the best educational opportunities, resources, and experiences for its students. The board will assist HA and IAD through board members' actions and expertise and via the members' connections with organizations, businesses and resources. The board will advise, promote, and support HA and IAD by:
      i. Providing assistance and guidance for the NAAB and CIDA accreditation processes.
      ii. Providing input and advice for current and proposed HA and IAD programs, curricula, and activities and assisting with the development and evaluation of HA and IAD missional strategies and objectives.
      iii. Establishing, maintaining, and nurturing important relationships between HA and IAD and the professional community.
      iv. Helping to recruit new students by serving as enthusiastic advocates and ambassadors of HA and IAD, its faculty, and students.
      v. Suggesting and identifying opportunities for students to enrich their education through internships, related service-learning experiences and aiding HA and IAD students in the pursuit of their academic, professional, and career goals.
      vi. Identifying anticipated trends in the professions and suggesting strategies to assure HA and IAD will prepare students to meet those opportunities.
      vii. Actively engaging in the identification, cultivation, and solicitation of resources to assure the programs continue to improve and grow.
      viii. Participating directly with students and faculty through activities including guest lectures, juries and mentorships.
      ix. Attending meetings, serving on committees, and assisting with special assignments as needed.
      x. Praying for the students, faculty and Harding University.

Exhibit 9

II.   Membership
   a. The Harding Architecture and Interior Architecture Advisory Board will consist of practicing architects, interior architects and educators. Members may work in private practice, in the public sector or other areas of the professions. Others who may be included on the board include administrators, engineers, contractors, product representatives and other related disciplines.
      i. Board members are expected to contribute advice and counsel, attend most meetings and remain proactively involved with HA and IAD.
      ii. Candidates are not required to possess specific knowledge or job titles; rather, the board seeks individuals who bring unique experience, professional judgment, perspective, a reputation for character and a desire to contribute to the success of the architecture and interior architecture programs at Harding University.
      iii. Members may serve on committees, undertake special assignments, be available for individual consultation on strategic concerns and assist in identifying external resources to accomplish the HA and IAD mission.
   b. Member qualifications include:
      i. A strong belief in and commitment to Christian higher education together with enthusiastic support for HA, IAD and Harding University.
      ii. A good reputation within the profession and the community.
      iii. A wide network of contacts in the profession.
      iv. Time, energy, and the willingness to be part of the HA and IAD team.
      v. A passion for design excellence and a commitment to the future of the professions.
   c. Membership provides:
      i. Recognition as an important part of the HA and IAD advisory team.
      ii. Opportunities to assist students achieve their personal, educational, professional and spiritual potential.
      iii. Opportunities to interact and network with peers, associates, and industry representatives.
      iv. Opportunities to help Harding University achieve its mission of integrating faith, learning and living.

III.   Structure
   a. The Board will consist of twelve to twenty members. In order for the board to effectively focus on the specific needs of each program, it will be divided into two working groups with six to ten members on the Architecture working group and six to ten members on the Interior Architecture working group.

   b. Candidates will be nominated by faculty, board members and Harding administrators. Each appointment will be for a three-year renewable term. Members will be asked to renew their commitment at the end of each term.

   c. Each working group will elect a chairperson who will serve a three-year term. The chairperson will have a range of responsibilities including:
      i. Assist in recruiting new members to the Board.
      ii. Assist in scheduling meetings and producing meeting agendas.

Exhibit 9

      iii.   Conduct Board meetings.

      iv.   Meet with the HA and IAD Directors and faculty regarding board member ideas and concerns.

      v.   Provide input regarding strategic and tactical issues confronting HA and IAD.

      vi.   Organize, focus, and coordinate the activities of the board to fulfill its stated purposes, engage and involve all members and meet the needs of HA and IAD.

      vii.   Provide other assistance as appropriate.

IV.   Meetings

a. The Board will meet at least once per academic year. The architecture working group will convene for at least one additional meeting each year until HA achieves initial NAAB accreditation. Ad-hoc meetings may be scheduled as needed.

b. Board members should make every effort to attend as many meetings as possible. Virtual attendance will be facilitated when required and for those not able to attend in person. The chairperson will contact any member of the board missing three consecutive meetings to confirm the member's commitment to continue serving on the board.

V.   Disclaimer

a. The Board serves in an advisory capacity and is not an official component of the governance structure of Harding University. It is not responsible for overseeing the performance of the programs and their respective cadre. The Board is not responsible for management decisions, personnel issues or program budgets. Board members do not owe any fiduciary duty to any other party. The Board exists to provide informal feedback to HA and IAD and to promote the visibility and reputation of both programs. All decisions regarding HA and IAD initiatives are the sole responsibility of the HA and IAD cadre and the Harding University administrative structure. Board members do not receive compensation for their participation.

Exhibit 9

Mandy Breckenridge
AIA, LEED AP

Biography

Mandy Breckenridge is a 2004 Graduate of the University of Arkansas School of Architecture and is a Senior Associate at Polk Stanley Wilcox Architects in Little Rock. Since joining PSW in 2005, she has served as a Project Architect and Planner across multiple project typologies with a primary focus on Medical Care design and master planning -- creating forward-thinking, healing spaces for patients, families, and staff alike.

From 2017 to 2019 she held an industry specialist role at ATG USA where she worked with various Architects across the country as a technical lead on projects, taught Autodesk Revit across multiple states, and lectured about the future of Building Information Technology (BIM), Virtual and Augmented Reality, and other advanced digital technologies in Construction and Design. While her primary role at PSW puts her face-to-face with project management, planning, and production, she maintains a parallel love for the technology and information side of Architecture and leads both the PSW BIM studio and Building Code Education efforts for the firm.

Mandy's husband Kyle is a Civil Engineer and founding partner of SALT Engineers in Searcy, Arkansas. Mandy and Kyle live on a cattle farm in El Paso, Arkansas where they are active in their church (Oak Church of Christ) and community.

mbreckenridge@polkstanleywilcox.com

Exhibit 9

John Jackson

AIA

Biography

Originally from Memphis, Tennessee, John attended Harding Academy and public high school, then earned his BARCH degree at the University of Arkansas in 1978. He had the good fortune of working for Fay Jones afterwards and went on to work for other Arkansas firms in Little Rock, Arkansas at Rousseau + Fikes, Inc., Lewis Architects, Inc., and Witsell, Evans & Rasco, Inc.

In 1990 John entered the Post-Professional Master of Architecture - Charles Moore Program at the University of Texas, Austin and graduated in 1992. For his thesis he enjoyed hosting Mr. Jones and Mr. Moore at the symposium he entitled "Referential Meaning in Architecture, a Comparison Between the Architecture of Fay Jones and Charles Moore", a timely event considering the AIA Gold Medals recently awarded to both architects. In 1993, he taught upper-level under graduate as well as graduate level design at Texas A&M University as a visiting Assistant Professor for the program. He was a guest speaker at the University of Arkansas at the symposium *"In Context: Placing Fay Jones, FAIA, in a Theoretical Architectural Context."*

Afterwards, John launched a practice in Austin with former U of A classmate, Bob Galloway, known as the firm Jackson Galloway Architecture, LLC, which in 2019 was acquired by the national firm FGM Architects where he functioned as the Austin Area Director and Faith Based Director for the entire firm. The practice focused on building community through facility design of churches, educational, civic and not-for-profit organizations. He retired from corporate practice in 2022 and is now consulting as opportunity permits.

John is the husband of Elaine Jackson, father of three grown children, and eight grandchildren and has retired in North Arkansas where he enjoys all things that involve making beautiful environments. When he is not in his studio you can find him "en plein air" painting, on the river fly fishing, or in the garden trying to keep the deer from eating his landscapes.

jjgohogs@gmail.com

Exhibit 9

Nate Martin

AIA

Biography

Nate Martin is a senior associate and project architect at WDD Architects in North Little Rock, where he has focused on the design and construction of K-12 education projects since 2016. Prior to working in Arkansas, Nate has worked on education, hospitality, commercial, and custom residential projects in Colorado and Pennsylvania. Nate completed his Bachelor of Science in Architecture from the University of Maryland in 2009, and his Master of Architecture from the University of Colorado Denver in 2014.

Nate and his wife Jamie and their two children live in Bryant and are active members of Redeemer Community Church in Little Rock. Nate is also an avid chess player, and volunteers as a coach with the CPR chess club in Little Rock.

nmartin@wddarchitects.com

Exhibit 9

Wesley Walls

AIA

Biography

Wesley has been instrumental in helping elevate Polk Stanley Wilcox to regional and national acclaim for design excellence. Under his direction, the firm has been recognized for its architecture through numerous state, regional and national design awards. His innovative approach to creative design, problem solving and team collaboration has earned him a strong reputation both with clients and within the architectural community.

With more than 30 years of experience, his award-winning portfolio of work has primarily focused on large institutional projects with a particular focus on higher education and healthcare commissions.

Wesley has also helped lead the profession beyond his firm, including serving as President of the Arkansas Chapter of the American Institute of Architects, and his current role as president of the Arkansas State Board of Architects, Landscape Architects, and Interior Designers.

wwalls@polkstanleywilcox.com

Exhibit 9

Todd Sparks

AIA

Biography

Todd received a Bachelor's degree in Interior Design from Harding University in 2008 and went on to receive a Master of Architecture degree from the University of Tennessee, Knoxville in 2011.

toddosparks@gmail.com

Exhibit 9

John Connell

AIA

Biography

John has been a Principal at SCM since 1992 following stops in Memphis and Chicago. He has spent much of his practice centered on higher education projects along with leading the historic restoration studio at SCM. A highlight from John's extensive historic preservation projects would be the exterior restoration of Old Main at the University of Arkansas.

johnc@scmarchitects.com

Exhibit 9

Scott Leonard

AIA

Biography

Scott leads our Fayetteville Studio which he launched in the summer of 2011 following his internship at SCM's home office in Little Rock. Scott holds a pivotal role in Northwest Arkansas where he has been involved in the design and construction of projects of all sizes and scopes. With a background in Interior Design, he helps to coordinate and lead the design teams from project conception to completion.

scottl@scmarchitects.com

Exhibit 9

Wilson Robertson

AIA, LEED AP

Biography

Merriman Pitt / Anderson (MPA) is delighted to announce the promotion of Wilson Robertson to Director of Architecture and Principal. Wilson brings 17 years of architectural experience to this position, and has supported commercial, multi-family, industrial, and mixed-use projects both in Texas and nationwide. Wilson will use his multifaceted background and continue to collaborate on design concepts, as well as lead successful execution of projects for MPA.

wrobertson@mpaaustin.com

Exhibit 9

Karen Wolf

ENV SP

Biography

Auburn University College of Architecture

MA, Community Planning, 1993

BA, Interior Design, 1991

Mrs. Wolf has 29 years of diverse Title I and II experience including construction quality assurance inspections, quality control manager, architectural design, site proposal analysis, and scope of work development, submittal review, community planning, historic preservation, and interior design in various states and overseas. As a military spouse, Mrs. Wolf accompanied her husband to locations where she was able to work on various USAF and Army construction projects, including architectural design and on-site inspections throughout S. Korea, as well as Yokota Air Base, Japan, Okinawa, Japan, and Guam. Based in Texas, Mrs. Wolf has a solid background working with the United States Air Force, United States Army, Air Force Civil Engineer Center (AFCEC) and the U.S. Army Corp of Engineers. Mrs. Wolf maintains the ISI (Institute for Sustainable Infrastructure) Envision Sustainability Professional certification, as well as the US Army Corps of Engineers Construction Quality Management certification.

kwolf@kmea.net

Exhibit 9

Davis Richardson

Biography

   Davis Richardson is a licensed architect in the state of Texas. He holds an MARCH from the University of Texas at Austin School of Architecture, where he was the Bartlett Cocke Scholar and a finalist for the Oglesby Prize, and a B.A. in Interior Design from Harding University. Currently working on the Lindemann Performing Arts Center at Brown University as an architect at REX in New York City, he has worked previously at Overlay Office in Brooklyn, Perkins & Will and THOUGHTBARN in Austin, and Bohlin Cywinski Jackson in Seattle, among others. He has served as faculty at the Architectural Association Visiting School in London and at the Hillier College of Architecture and Design at the New Jersey Institute of Technology. His work and writing have been featured in the Architect's Newspaper (where he is a regular contributor and critic, writing on technology in architecture), the A+D Museum in Los Angeles, Texas Architect magazine, Paprika! by the Yale School of Architecture, PLAT by the Rice School of Architecture, ISSUE by UTSOA, and SXSW, among many others. He gave a TED talk on aesthetic philosophy and ecological thinking in architecture (but he doesn't recommend watching it). He has also been a visiting juror at the Spitzer School of Architecture at the City College of New York, the University of Southern California, the University of Houston, UTSOA, NJIT, and the AIA.

daviswrichardson@gmail.com

Exhibit 9

Alan Hayes

AIA

Biography

ahayes@tmpartners.com

Exhibit 10

College of Arts and Humanities
Architecture

Pro Forma

Expenses	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Total
Salaries (3% increase per year)	$ 24,938	$ 133,173	$ 266,843	$ 411,910	$ 510,627	$ 525,766	$ 1,839,008
Administrative	$ 14,500	$ 61,225	$ 154,631	$ 205,673	$ 227,946	$ 286,067	$ 950,042
Travel	$ 2,000	$ 4,000	$ 6,000	$ 8,000	$ 10,000	$ 10,000	$ 40,000
Teaching laboratory set-up/operation	$ -	$ 96,000	$ 92,000	$ 88,000	$ 69,000	$ 80,000	$ 425,000
Library databases/resources		$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 12,000	$ 60,000
Other:							$ -
Total Expenses	$ 41,438	$ 306,398	$ 531,474	$ 725,583	$ 829,573	$ 913,833	$ 3,348,299
Total Revenue with 3.5% annual increase	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
First year Director (University Funded)							
1st year students		12	13	14	15	15	
2nd year students			9	10	11	12	
3rd year students				7	8	9	
4th year students					6	8	
5th year students						5	
Total Students in the program		12	22	31	40	49	
Application fees ($/applicant)							
Technology Fees ($/student)		$ 6,480	$ 11,880	$ 19,320	$ 24,640	$ 29,960	
Course Fees ($/student) $500 year 1/ $1200 years 2-5		$ 6,000	$ 17,300	$ 27,400	$ 37,500	$ 48,300	
UG Tuition rate per credit hour increased 4%/ year	$ 700	$ 728	$ 757	$ 787	$ 819	$ 852	
GradTuition rate per credit hour increased 3.5%/ year	NA	NA	NA	NA	$ 1,114	$ 1,153	
Tuition Total Per Year	$ -	$ 279,552	$ 546,641	$ 857,484	$ 1,175,025	$ 1,509,661	**Total Tuition**
First class of 12 students		$ 279,552	$ 314,962	$ 352,757	$ 393,072	$ 408,795	$ 1,749,139
Second class of 13 students			$ 231,679	$ 267,718	$ 306,269	$ 347,476	$ 1,153,141
Third class of 14 students				$ 237,009	$ 281,702	$ 329,591	$ 848,302
Fourth class of 15 students					$ 193,981	$ 268,185	$ 462,167
Fifth class of 15 students						$ 155,612	$ 155,612
Total Revenue	$ -	$ 292,032	$ 575,821	$ 904,204	$ 1,237,165	$ 1,587,921	$ 4,368,362
Difference Between Revenue and Expenses	$ (41,438)	$ (14,366)	$ 44,347	$ 178,621	$ 407,591	$ 674,087	
Cummulative Difference Between Revenue and Expenses	$ (41,438)	$ (55,803)	$ (11,457)	$ 167,164	$ 574,755	$ 1,248,843	

Exhibit 11

Harding University Architecture Program

Harding University is seeking candidates for full-time architecture faculty members. Salary and rank will be determined based on credentials and experience.

Successful candidates will hold an advanced degree in architecture (M.Arch or D.Arch) and have a background in architectural education. Architecture faculty will assist the program director, department chair and dean in development of the accelerated program that includes both a bachelor's and master's degree. The preferred candidate should have experience in curriculum development, knowledge of the NAAB Conditions for Accreditation, 2020 Edition and a willingness to foster collaboration between the educational programs of related disciplines. Harding University is a faith-based institution affiliated with the churches of Christ. Candidates should exhibit a commitment to Christian higher education and a desire to contribute to the undergraduate and graduate educational mission of Harding University.

ROLES OF ARCHITECTURE FACULTY
• Teach classes, labs and studios as assigned
• Assist in the ongoing development of curriculum through the Harding academic curriculum process
• Assist with program candidacy and pursuit of full accreditation with NAAB
• Assist with program recruiting and marketing activities
• Seek out and engage additional qualified faculty
• Participate in strategic planning and effective assessment of program goals
• Execute program plans for class scheduling, student advising and retention
• Facilitate and oversee the development of various curricular/co-curricular activities
• Assist in building and managing relationships with the profession and community

MINIMUM QUALIFICATIONS
• Advanced degree in architecture (M.Arch or D.Arch)
• Higher education academic experience with a NAAB accredited program

PREFERRED QUALIFICATIONS
• Professional practice experience
• Professional licensure in the U.S. or international equivalent
• Evidence of community, professional and academic partnership experiences
• Academic administration experience
• Professional leadership experience
• Experience with NAAB accreditation process

Application should include a letter of interest, curriculum vitae, three spiritual references, three higher education references and official transcripts for all degrees earned. Review of applications will begin immediately. If possible, faculty should be available on or before July 1, 2023, to begin teaching duties in August, 2023. However, applicants who will not be available until 2024 or later will also be considered.

Submit application and supporting materials to Amy Cox, Chair of the Department of Art and Design, Box 12253, Searcy, AR 72149-5616, acox@harding.edu.