Fairmont State University
College of Science and Technology
Department of Architectural + Graphics

Continuing Candidacy Visiting Team Report

Master of Architecture
Pre-professional degree (126 credit hours min.) + 42 graduate credit hours

The National Architectural Accrediting Board
October 18-20, 2020

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I.   **Summary of Visit**

a.   Acknowledgements and Observations

The team wishes to thank the program and the university for their warm welcome and making the visit as transparent and smooth as possible considering the current health challenges we are facing.

The team is extremely grateful to Professor Kirk Morphew, who served as the program liaison for this visit. His ability to keep up with the changes and maintaining a tight schedule during the preparations and visit were much appreciated.

We also would like to thank all those individuals who participated in the two days of online meetings and who were willing to share their thoughts regarding Fairmont State University's candidate M. Arch program.

The team would like to extend its most sincere thanks to President Dr. Mirta Martin, Interim Provost Dr. Richard Stephens, and Interim VP for Administrative and Fiscal Affairs Ms. Christa Kwiatowski, for their frank and honest discussion and the university's embrace of the architecture program as a significant brand builder for the institution and a unique niche to become a destination program.

The team found a program under the stewardship of inspired faculty and dedicated staff, and that the institution benefits from a committed adjunct faculty and a strong group alumni and allied partners. Within this region, AIAWV shares in the school's vision for an architectural program that best serves their region, and has the potential to become a game changer for the state of West Virginia.

The team found a program that is searching for an identifiable persona to attract the students from West Virginia and the surrounding area to study architecture in a region that presents opportunities associated with the built environment.

The team found a team of individuals dedicated to enhancing the students' experience while partaking of educational support services including the library, shops and labs, and IT.

The team found a group of students that shared their passion and commitment towards the program, the university, and the field of architecture.

The team also found individuals who celebrate Fairmont State's architecture program as an asset to the state.

Most importantly, the team found that the Architecture program at Fairmont State provides the students with a strong educational foundation that allows them to be fully integrated into the profession.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
C.3 Integrative Design II.4.1 Statement on NAAB-Accredited Degrees			II.4.5 ARE Pass Rates III.2 Interim Progress Reports

II.   Progress on the Plan for Achieving Initial Accreditation

2020 Team Assessment: Similar to the 2018 Visiting Team, the 2020 team found evidence that the program was implementing their plan strategy as outlined in their "Plan Matrix – Program Plan for Achieving Initial Accreditation / Long Range Plan" document included in the APR + Plan 09_3_2019 document. In preparation for the visit and during visit discussions with the university, college and program leadership, the visiting team found affirmative confirmation that the plan for achieving initial accreditation is on track, even while it adjusts the progress schedule to the current pandemic environment. All conversations and observations provided the team with a sense of optimism throughout the administration and faculty, and it was clear that this professional degree program can bring distinction to the West Virginia Northern Region and specifically to the university.

III.   Progress Since the Previous Site Visit

2014 SPC B.9, Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

Previous Team Report (2018): Complete student achievement at the prescribed level was not found in student work prepared for ARCH 4030 Mechanical & Electrical Systems. Missing evidence included communication, vertical transportation and security. All other evidence for this criterion was found in ARCH 4030 Mechanical & Electrical Systems.

2020 Team Assessment: Based on the syllabus provided for ARCH 4030, the team found the previous team's issues were addressed in the course through lectures, presentations, problems and exams. This work provides evidence of understanding of vertical transportation, communication, and security. This criterion is now met.

2014 Condition II.2.2, Professional Degrees and Curriculum: The NAAB accredits the following 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.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation.* Every accredited program must conform to the minimum credit hour requirements.

Previous Team Report (2018): The APR and the link to the department of architecture and graphics website https://www.fairmontstate.edu/collegeofscitech/academics/architecture-program identifies the graduate program as a Master of Architecture (M. Arch) program. The Master of Architecture or M. Arch degree as defined by NAAB is an accredited degree which may only be used for NAAB-accredited programs. As cited in the NAAB Conditions for Accreditation, the Master of Architecture or M. Arch is recognized by the public as an accredited degree and therefore should not be used by non-accredited programs.

2020 Visiting Team Assessment: Upon review of the information posted on the architecture program website, the team found Condition II.2.2 Professional Degrees and Curriculum is now met.

IV.   Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

[X] Described

2020 Analysis/Review:

Fairmont State University (FSU) was founded in 1865 and became a university in 2004. The Department of Architecture, Art, and Design has its origins in the late 1950's and a comprehensive architecture program was formalized in 1978. Planning for the Master of Architecture degree began in 1990 with formal approval of the Master of Architecture degree granted in March 2012.

The mission of the program is "to achieve personal and professional success by engaging [students] with faculty and professionals while approaching architecture as a process of integration of theory, culture, history, sustainability, and practice where ideas are communicated through the current tools of the discipline."

The M. Arch. is the first graduate program and professional degree program at Fairmont State University. The institution expects that this program will serve as a model for further masters (graduate degrees) and professional degrees on campus. University and administration leaders noted the importance of the university's role in creating study opportunities in architecture and urban planning and a pipeline of professional graduates to serve the state of West Virginia and the northern mid-Atlantic region.

The program's history, mission, culture, and pedagogy are stated in the APR (pages 4-8).

The program maintains its active relationship with local and nearby architecture communities, through AIA West Virginia, the City of Fairmont, a strong alumni following, and through relationships established through the Community Design Assistance Center.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above,

the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2020 Analysis/Review: The program's small, close-knit community of students and faculty with a strong commitment towards the students' personal, academic and professional success foster a supportive learning culture that reflects Fairmont State's core values of Scholarship, Opportunity, Achievement and Responsibility (S.O.A.R.).

Students have access to a specialized academic advisor, an architect licensing advisor, a faculty advisor, and a variety of university-provided support services including disability accommodations, personal counseling, and general academic support. Lower than average retention rates of students beginning the pre-professional B.S. in Architecture program created by the state cultural background is a concern that is currently being addressed through proactive outreach and prescriptive advising. As explained by the institution's recruiters, most West Virginian students don't bring a strong understanding of higher education and the pursuit of post baccalaureate degrees.

Students and faculty have opportunities built into the curriculum that energize learning, such as engagement with the AIA, the region's communities, and the opportunity for study abroad. The program also enriches learning through the involvement of practitioners who serve as studio critics and speakers, and who provide internships. There is an active AIAS chapter that sponsors activities. The small size of the program allows for unstructured opportunities for students to receive mentoring from peers and faculty and informs the program about corrective measures as required.

The studio culture policy, adopted in the spring of 2019, is available on the program's website. It addresses the responsibilities of students, faculty and administrators, and outlines expectations for respectful and supportive relationships among students and faculty. This document also offers practical guidance for studio maintenance and safety and affirms the need for effective use of time and healthy work-life balance.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2020 Analysis/Review: The following information was provided in the APR and verified through the research, discussions, and other documents provided to the team prior to and during the visit.

- Fairmont State University classifies itself as an Equal Opportunity - Affirmative Action institution referencing compliance with this and other applicable state and federal laws and regulations.

- The Harassment and Discrimination Policy and Academic Dishonesty and Diversity Policies were found in student handbooks as presented in the APR. Pages 10 and 11 of the APR provided the team links to the institution's documents.
- The institution in association with the WV Folklife Center hosted a lecture series that focused on "Diversity in Appalachia" in 2019.
- The team found in conversations with the president, provost and director of graduate studies evidence that the institution's leadership is committed to achieving a greater diversity across the university.
- The program is working toward expansion of students and faculty as an opportunity to support greater diversity within the architecture program.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

D. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

[X] Described

2020 Analysis/Review: The Department of Architecture, Art & Design is structured to foster collaborative learning among the architecture program and programs in Graphic Design Technology and Studio Arts. Studio learning is conceived as an opportunity for collaborative engagement with faculty, peers, and outside professionals. The Community Design Assistance Center provides a collaborative experience with community members and stakeholders through student-led projects.

The program's commitment to design and technology can be seen in the work of the studios. As a foundation for their professional knowledge all design studios emphasize the assimilation of academic

coursework. The faculty seek a healthy culture of teaching that allow students to incorporate research into their studio work.

Professional Practice classes expose students to a breadth of opportunity and career paths. The Architect Licensing Advisor conducts two annual workshops to introduce students to the licensure process. Students engage with members of the profession in West Virginia through regular participation in the West Virginia Design Expo and other opportunities provided by AIA West Virginia.

The program prepares its students with an understanding of ecological design practices throughout the program. All students participate in coursework that serves as preparation for the LEED Green Associate exam, and several students have gone on to successfully complete the exam requirements.

The architecture program utilizes the unique quality of their surrounding community and region to serve as the foundation for its socially responsible initiatives. Students are exposed to the vital role of architecture in communities through curricular opportunities in studio courses as well as extracurricular opportunities to explore global perspectives through travel abroad programs. The program is following a general commitment by the university as a whole to serve as an economic driver for the region as well as creating a higher level of opportunities for employers to find highly trained candidates to meet their employment needs.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

[X] Demonstrated

2020 Analysis/Review: Similar to the 2018 visiting team, the team found the narrative in the APR (pg 13-14) provided a broad and straight-forward overview of the program strategy to accomplish its initial accreditation within the prescribed timeframe. Their documents begin by referencing the state higher education master plan, *Leading the Way: Access, Success, Impact* with a link in the APR and with the addition of a comprehensive matrix illustrating their goals and milestones.

Based on discussion with the department leadership and confirmed with the university administration, the program has been provided with assistance to stay on track with their strategic plan for initial accreditation.

An initial set of benchmark goals were established for the first five years of the program, with progress achieved in each: revising curriculum, improving funding, improving facilities, and increasing human resources. The program demonstrated a commitment to meet its goals and exhibited an insightful re-evaluation of their plan to adapt to the changing academic environment. These efforts appear to be on track to meet their initial expectation and an initial accreditation visit in fall 2022.

I.1.6 Assessment:

A. **Program Self-Assessment Procedure**s: The program must demonstrate that it regularly assesses the following:

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

- Progress against its defined multi-year objectives.

- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. **Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2020 Analysis/Review:

The team found that at the present time the institution is in the process of developing and enhancing its assessment program and statistical reports. As the program is currently in candidacy, the institution has been working hand in hand with the architecture team to align the NAAB and institution requirements.

The school's assessment and development efforts are documented through the 2.0 Plan Matrix – Program for Achieving Initial Accreditation as included in their APR. The team found that the administration of the university understands the department needs in terms of human resources for an additional full-time faculty and administrative assistant with a faculty search slated to begin as the program recruitment increases and the need to add additional courses becomes a reality. The program has added a fourth faculty to support the teaching loads the faculty have begun to experience.

The university's Musick Library has a growing collection and has realized during this current pandemic that they can respond to the needs of the students with their digital and online program. They have started to purchase books based on the faculty recommendations and students' requests.

The program has developed a series of assessment matrices and studio grading checklists in order to develop a comprehensive evaluation program intended to assess their compliance with NAAB student performance criteria.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2020 Analysis/Review: The following information was provided in the APR (page 17) and verified through discussions with both the school and institution administration, and in supplemental documents provided to the team prior to and during the scheduled visit.

- The College of Science and Technology provides $1500 to faculty for dedicated travel funds to attend professional conferences and fund professional activities. In addition, the architecture program provides the cost of one professional development activity per faculty to fund conference attendance and continuing education.
- Full time faculty teach a minimum of 12 credit hours per semester. The program retained a new non-tenure track instructor in 2018. The program does not anticipate having the opportunity to add additional faculty in the near future as their student population grows.
- The program has appointed an adjunct faculty member to serve as the ALA for the program. The advisor has shared licensure information with colleagues and students. Information sessions are held twice annually. In addition, a student is currently serving as a student ALA.
- Graduate student advising has been formally established and is shared by two faculty members. Graduate students are assigned an adviser at the beginning of the program and maintain the same advisor through graduation. Resources are available at the institutional level to provide financial assistance to assist with travel and logistics related to internships.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.

- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.

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

- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2020 Team Assessment: The evidence was described in the APR (pg. 18) and was confirmed during various meetings with the college leadership and the program faculty. Since this visit moved to an online visit, the program created a video tour of the facilities to support the NAAB and institutional guidelines towards travel and face to face meeting restrictions. The video was viewed by the visiting team members prior to the visit to become familiar with the current physical resources of the program. During the visit, the video was the reviewed alongside the faculty which provided the team the opportunity to answer specific questions about the current facilities, equipment, and information resources. The team discussed the current spatial situation the program is experiencing and the options the program has in order to accommodate the projected program growth.

Classes and studios for the graduate program are held in assigned space in Hardaway Hall. The 2500 square feet of dedicated space includes an open design studio, presentation space and a computer lab consisting of four computers, a scanner, and a plotter. Computers provide access to the institutions license for BIM software, Adobe Creative Suite, SketchUp and Lumion. Additional resources are available in the undergraduate program space in the ET building, where graduate students can access a laser cutting room.

Musick Library provides access to architecture-specific holdings. The library staff works with faculty from the program to determine library acquisitions to support the architecture program. Prior to the COVID-19 pandemic, the library had prioritized resources in electronic format and expressed that approach would continue as a means to allow students to access resources remotely.

The program has access to a shared woodshop and metal foundry. The shop manager recently resigned and has not been replaced. Currently, faculty supervise their students during use of the shop spaces. The design faculty has adjusted their pedagogy in order to minimize the use of certain tools available in the shops while in turn focusing on more hands-on model making in order to meet their academic expectations. Currently access to the shop spaces is limited due to the COVID-19 pandemic regulations that the university is operating under.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2020 Team Assessment: The financial resources allocated to the architecture program, as described in the APR and discussed with program administrators, adequately support student achievement in the B.S. Arch. and M. Arch. degree programs which share facilities, services and co-curricular activities.

The level of future funding that will be available and long-term viability of the program will be linked to metrics such as average overall enrollment and numbers of degrees conferred as prescribed by the West Virginia Higher Education Commission. The program is currently developing a variety of strategies related to student recruiting and retention that can increase and stabilize enrollment in the coming years. At present, faculty accommodate the small class size of the master's program through vertical enrollment and concurrently taught studios that offer graduate students access to studio-based learning where they can collaborate with peers and receive intensive guidance from faculty.

With participation of alumni and the architectural community of West Virginia there is potential to augment the program's financial resources through external fundraising.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2020 Team Assessment: The APR states the architecture library is housed within the floors of the Ruth Ann Musick Library and is used by faculty, staff, and students to conduct studies (pages 20-21). The library collections are open to the entire student population and therefore allow for the possibility of students interacting with other programs on campus. Based on information collected from the institution's own website, the library is a member of the Federal Depository Library Program. The library is under the leadership of Sharon Mazure who is serving as Interim Director of Library Services and has been with the library since 1997and is assisted by Jackie Sherman who serves as Assistant Director of Library Services and she oversees a staff of 6 additional librarians. Under their direction the library provides traditional print collections, an ever-expanding access to electronic information resources, as well as access to interlibrary loans.

- The Musick Library currently holds over 10,600 books (up from 3,400 books in 2014 and 8.285 in 2018) directly related to architecture, available in print or electronically. Books and other multimedia materials (DVDs, streaming video, audiobooks, etc.) are accessible through the library's online catalog, OCLC WorldShare.

- The Musick Library has expanded emphasis on electronic resources. Electronic materials may be accessed by students and faculty 24/7 from any location, with any device (desktop, laptop, tablet, smartphone, etc.) with internet access by using their UCA/password.

- The Musick Library has nearly 100 databases available to students and faculty.

Upon review of their financial data as provided in the APR, the team requested additional information that was discussed and explained by both Interim Provost Richard Stephens, Jr and VP of Finance Christa Kwiatkowski during our visit. In addition, Assistant Library Director Jacki Sherman provided the team with a comprehensive description of the institution budget, acquisition policies, and how the students use their facilities.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2020 Team Assessment: In the APR, pages 20-21, the program describes the institution's administrative hierarchy as well as the Department of Architecture's, identifying departments, committees, and other organizations that comprise the governance structure for this institution. This description begins to illustrate how the school fits into the overall administrative structure of the college and the university. As a growing institution and a new academic discipline, the institution is in the process of considering additional restructuring of the academic units in the upcoming semester. The current pandemic has added a new layer of constraint as the institution moves forward. The departmental leadership are briefly described as they relate to the management of key resources of the program.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE
CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1   **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2020 Team Assessment: Student ability to write, speak and use appropriate representational media that communicates with peers and the general public is demonstrated in student graphic, written and oral presentations prepared for ARCH 4000 Design V: Technology.

A.2   **Design Thinking Skills:** *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the following courses: Arch 2000 Design I Foundation Studio, ARCH 3050 Design IV Urban, and ARCH 5550 Comprehensive Design Studio.

A.3   **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6610 Advanced Study Proposal.

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH Design II Foundation and ARCH 3000 Site. Additional evidence was found in ARCH 5550 Comprehensive Design Studio.

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1050 Design Fundamentals II and ARCH 2050 Design II Foundation.

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the following courses: Arch 2050 Design II Foundation Studio, ARCH 3050 Design IV Urban, and ARCH 5550 Comprehensive Design Studio. The course ARCH 5550 Comprehensive Design Studio can be designated as **Met with Distinction**.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2020 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for ARCH 5560 Architecture Design Seminar 2 Sustainability and ARCH 2010 Architectural History I.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2020 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for ARCH 5510 Architecture Design Seminar 1 Small Urban Context.

Realm A. General Team Commentary: As an emerging architecture program, the work presented by Fairmont State University begins to validate that both the students have and are being offered a strong educational foundation towards their development of critical design thinking skills. This results in a program that has a good base to build from. The studio work presented demonstrates ways in which the

students start to understand, investigate, and explore both information and precedents, and then how to incorporate their results in their design solutions. The school's commitment towards collaborative work was also apparent, which in turn allows the students to develop their writing, communication, and interpersonal skills.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.
Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.

- Comprehending constructability.

- Integrating the principles of environmental stewardship.

- Conveying technical information accurately.

B.1   **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4000 Design V Technology and ARCH 5550 Comprehensive Design Studio.

B.2   **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the following courses: ARCH 3000 Design III Site, Arch 3050 Design IV Urban, and ARCH 5500 Community Design.

B.3   **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4000 Design V Technology and ARCH 5550 Comprehensive Design Studio.

B.4   **Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2060 Building Technology I, ARCH 4050 Design VI Build, and ARCH 4060 Building Technology II.

B.5   **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4060 Building Technology.

B.6   **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4000 Design V Technology and ARCH 4030 Mechanical and Electrical Systems.

B.7   **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2060 Building Technology I, ARCH 4050 Design VI Build, and ARCH 2060 Building Technology II.

B.8   **Building Materials and Assemblies:** *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2020 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for ARCH 2060 Building Technology I.

B.9   **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4030 Mechanical and Electrical Systems, including reading responses, quizzes

and case study analyses prepared. Additional evidence was found of the students' achievement in the work submitted for ARCH 5550 Comprehensive Design Studio.

B.10   **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

Realm B. General Team Commentary: The courses and student work in this realm begin to demonstrate that the program has built an academic curriculum that is capable of fulfilling all requirements as described in the 2014 NAAB Students Performance Criteria. In general, the overall content of each course offered provides the student a varied and diverse exposure to all the aspects, skills, and knowledge which are fundamental in gaining a broad skill set. As a new and evolving program the school would benefit with a more thorough methodology of documenting the information that is presented in lectures, digital presentations, and project exercises beyond just including tests and final presentation documents.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.
Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.

- Responding to environmental stewardship goals across multiple systems for an integrated solution.

- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1   **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3050 Design IV Urban and ARCH 6610 Advance Study Proposal.

C.2   **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5550 Comprehensive Design Studio and ARCH 6650 Advanced Architectural Design.

C.3   **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was not sufficient in student work prepared for ARCH 5550 Comprehensive Design Studio and ARCH 6650 Advanced Architectural Design. Additional documentation was needed in order to better understand the students' overall ability to illustrate their decision process when dealing with materials, technology systems, building systems, and others within the development of a comprehensive design.

Realm C. General Team Commentary: The student work exhibited as evidence of the program's compliance with C.1 demonstrates the students' engagement in a research effort, and their ability to evaluate and quantify the information gathered. Their capacity to begin integrating such results and precedents into their design process and solution is demonstrated. However, the body of work used to illustrate compliance with C.2 and C.3 is limited.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.
Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.

- Discerning the valuable roles and key players in related disciplines.

- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1   **Stakeholder Roles in Architecture:** *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

D.2   **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

D.3   **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

D.4   **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

D.5   **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2020 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

Realm D. General Team Commentary: The team found that while the criteria within this realm were met through work found in ARCH 5540 Professional Practice, the opportunity of integrating elements of this realm into other courses throughout the curriculum exists and may add a richer awareness to the students of the values each criteria has in a comprehensive design approach. The course has a solid foundation but the final documentation could benefit with the addition of other components besides tests.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2020 Team Assessment: Fairmont State University is accredited by the Higher Learning Commission (formerly the North Central Association of Colleges and Schools). Fairmont State University's accreditation status is confirmed on the Higher Learning Commission website: https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1663

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following 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.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation.* Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2020 Team Assessment: The program complies with NAAB degree titles requirements. The M. Arch degree title is used exclusively for the FSU program that was granted initial candidacy by the NAAB in 2018. The associated non-accredited pre-professional program is titled Bachelor of Science in Architecture. The M. Arch program at Fairmont State University uses the preprofessional-plus model, with completion of a preprofessional degree prior to admission to the graduate program. The B.S. Arch program plus the M. Arch program meet the required 168 credit hours and include the following:

- 42 graduate credit hours (exceeds the 30 required)
- 12 optional studies credit hours (exceeds the 10 required)

This information is consistent with the degree requirements published in the Fairmont State University Graduate Catalog.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.

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

- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2020 Team Assessment: Based on the documents and descriptions presented as part of the FSU APR + Plan 09-03-2019, the program has a comprehensive outline of the institution's approach to its Evaluation of Preparatory Education. It describes in detail the steps necessary for the student, as well as the faculty's process for evaluating applications. A brief description for non-Fairmont State graduates who wish to pursue graduate studies is outlined as well. The process and procedures used for evaluating the preparatory education components was extensively discussed with Sherry Mitchell, Academic Advisor + Outreach Coordinator, Philip Freeman, Director, Undergraduate Program in Architecture, Robert Kelly, Director, Graduate Program in Architecture, and Kirk Morphew, Program Coordinator. This group of individuals makes up the team that is responsible for both advising the students in the program as well as evaluating transfers to the program. The process has multiple checkpoints to ensure that the transfer students' previous work conforms both to established NAAB criteria as well as the program's own curriculum content.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 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*, Appendix 1, in catalogs and promotional media.

[X] Not Met

2020 Analysis/Review: The following information was provided in the APR, page 32, and verified through the program website. The team observed inconsistency in including the exact language of the sample text for accredited programs found in the *NAAB Conditions for Accreditation*.

The correct statement was provided in these locations:

https://www.fairmontstate.edu/collegeofscitech/academics/accreditation

https://www.fairmontstate.edu/collegeofscitech/academics/architecture-program

A version of the required statement found here omitted the projected year of initial accreditation:

https://catalog.fairmontstate.edu/content.php?catoid=4&navoid=485

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

> *The 2014 NAAB Conditions for Accreditation*

> *The Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

> *The NAAB Procedures for Accreditation* (edition currently in effect)

[X] Met

2020 Team Assessment: All documents as required for the visit are available on the accreditation page of the program's website through the following links to the 2014 NAAB Conditions for Accreditation and the 2015 NAAB Procedures for Accreditation:

https://www.fairmontstate.edu/collegeofscitech/academics/accreditation

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2020 Analysis/Review: The following information was provided in the APR, page 32, and verified through the research, discussions, and other documents provided to the team prior to and during the scheduled visit.

- The university's Career Development Center provides students and alumni with assistance regarding resumes and cover letters, interview skills, and job search.
- A university-wide career fair is held in the spring to give students an opportunity to meet with potential employers.
- The program maintains links on its website to architecture-related job boards and professional organizations.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2020 Team Assessment: All documents as required for the visit are available both in the APR dated 09-03-2019 and on the university website through the following link:

https://www.fairmontstate.edu/collegeofscitech/academics/accreditation

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Not Applicable

2020 Team Assessment: The Fairmont State University Architecture program has not graduated a single cohort that would allow them to provide this statistic.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

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[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

- Application forms and instructions.

- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.

- Forms and process for the evaluation of preprofessional degree content.

- Requirements and forms for applying for financial aid and scholarships.

- Student diversity initiatives.

[X] Met

2020 Team Assessment: Based on the documents and descriptions presented as part of the FSU APR + Plan 09-03-2019, the program has a comprehensive outline of the institution's approach to their Evaluation of Preparatory Education. It describes in detail the steps taken to evaluate how the application and acceptance to both the undergraduate and the graduate degree program occurs. During our visit with Chris Sharps, Senior Director of Recruitment, Sherry Mitchell, Academic Advisor + Outreach Coordinator, Philip Freeman, Director, Undergraduate Program in Architecture, Robert Kelly, Director, Graduate Program in Architecture, and Kirk Morphew, Program Coordinator, the team was provided with a detailed explanation to the various scenarios for admission to the program the applicant would go through.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

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

[X] Met

2020 Team Assessment: The program did not provide a response to **II.4.7 Student Financial Information** in the APR dated 09-03-2019, however the team confirmed that the FSU Office of Financial Aid provides a Cost of Attendance webpage for all graduate students that includes the additional $400/semester fee for students in the College of Science and Technology and an estimated $1000/year for books and general supplies that is based on a random sample of all students at the university and is a reasonable estimate for architecture students.

Upon review of the university's main website, the team found the following information:

1. Financial Aid information and Application instructions:
https://www.fairmontstate.edu/finaid/

2. Types of aids available to the student:
https://www.fairmontstate.edu/finaid/funding

3. Direct Loan information and instructions:
https://www.fairmontstate.edu/finaid/funding

4. College Foundation West Virginia
https://secure.cfwv.com/

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation.*

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2020 Team Assessment: Sufficient data and information was provided with the FSU APR + PLAN 09-03-2019 document that demonstrate compliance with the NAAB Criteria for Accreditation of this program. The information was also verified with the team's meeting with the dean, department director, and the university administration.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended)*.*

[X] Not Applicable

2020 Team Assessment: As the program moves through its Candidacy phase, there are no interim progress reports on record.

V. Appendices:

Appendix 1. Conditions Met with Distinction

A.6   Use of Precedents

Appendix 2. Team SPC Matrix

Course	Realm A: Critical Thinking and Representation								Realm B: Building Practices, Technical Skills and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practice				
	A1 Professional Communication Skills	A2 Design Thinking Skills	A3 Investigative Skills	A4 Architectural Design Skills	A5 Ordering Systems	A6 Use of Precedents	A7 History and Global Culture	A8 Cultural Diversity and Social Equity	B1 Pre-Design	B2 Site Design	B3 Codes and Regulations	B4 Technical Documentation	B5 Structural Systems	B6 Environmental Systems	B7 Building Envelope Systems + Assemblies	B8 Building Materials & Assemblies	B9 Building Service Systems	B10 Financial Considerations	C1 Research	C2 Integrated Evaluations + Decision-Making Design Process	C3 Integrative Design	D1 Stakeholder Roles in Architecture	D2 Project Management	D3 Business Practices	D4 Legal Responsibilities	D5 Professional Conduct
Pre-Professional Courses																										
ARCH 1000 Design Fundamentals I	P																									
ARCH 1050 Design Fundamentals II					P																					
ARCH 2000 Design I: Foundation		P																								
ARCH 2010 Architectural History I							P	P																		
ARCH 2020 Architectural History II	P						P																			
ARCH 2050 Design II: Foundation				P	P	P																				
ARCH 2060 Building Technology 1												P	P		P	P										
CIVL 2290 Introduction to Structures													P													
ARCH 3000 Design III: Site				P						P																
ARCH 3050 Design IV: Urban		P				S		P											P							
ARCH 4000 Design V: Technology	P								P	P				P	P											
ARCH 4030 Mechanical & Electrical Systems														P	P		P									
ARCH 4050 Design VI: Build												P			P	P										
ARCH 4060 Building Technology II												P	P													
Professional Courses																										
ARCH 5500 Architecture Design Studio: Community										P																
ARCH 5510 Arch Design Seminar 1: Small Urban Context				S			P	P																		
ARCH 5540 Professional Practice																		P				P	P	P	P	P
ARCH 5550 Comprehensive Design Studio				P					P	S	P		P							P	P					
ARCH 5560 Architecture Design Seminar 2: Sustainable										P																
ARCH 6610 Advanced Study Proposal			P																P							
ARCH 6550 Advanced Architectural Design																				P	P					

Appendix 3. The Visiting Team

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VI.   Report Signatures

Respectfully Submitted,

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Team Chair

Josh Flowers

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Christine Theodoropoulos
Team Member