Architecture Program Report- Initial Accreditation

Institution:
Fairmont State University

Date:
March 1, 2022

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report-Initial Accreditation (APR-IA)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Fairmont State University**
Name of Academic Unit	College of Science and Technology Department of Architecture, Art + 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. Example:* *Undergraduate degree with architecture major + 60 graduate semester credit hours*	☐ Bachelor of Architecture ☒ Master of Architecture Track: Undergraduate degree with architecture major (126 credit hours min.) + 42 graduate semester credit hours ☐ Doctor of Architecture
Application for Accreditation	**Initial Accreditation**
Year of Previous Visit	2020
Current Term of Accreditation	Continuing Candidacy
Program Administrator	Kirk L Morphew, Professor of Architecture
Chief Administrator for the academic unit in which the program is located	Dr. Steve Roof, Dean, College of Science and Technology
Chief Academic Officer of the Institution	Dr. Dianna Phillips, VP of Academic Affairs + Provost
President of the Institution	Dr. Mirta Martin, President
Individual submitting the APR	Kirk L Morphew, Professor of Architecture
Name and email address of individual to whom questions should be directed	Kirk L Morphew AIA NCARB LEED AP BD+C Fairmont State University 1201 Locust Ave Engineering Technology Building, 202F Fairmont, WV 26554 Email: Kirk.Morphew@fairmontstate.edu Phone: 304.367.4628

Submission Requirements:

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

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INSTRUCTIONS FOR APR-IA

The APR-IA must include the following appendices:

- Plan for Achieving Initial Accreditation (documenting the program's complete implementation of the plan)
- Steps that may be taken after initial accreditation is received
- All previous VTRs
- the eligibility memorandum

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

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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.

The 2020 NAAB Visiting Team reported two (2) "Conditions Not Met," C.3 Integrative Design *and* II.4.1 Statement on NAAB-Accredited Degrees.

C.3 Integrative Design defined:
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.

NAAB Team comment:
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.

Program response:
In response to the visiting team comments, ARCH 5550 was revised for the spring 2021 semester. Students engaged in preliminary studies of various systems and elements that compose a building design within a holistic context. The preliminary studies were subsequently evolved and synthesized, emphasizing the discovery of unique opportunities to inform and enhance the connection of the individual systems as critical parts of the whole. This approach is being further refined during the spring 2022 semester.

II.4.1 Statement on NAAB-Accredited Degrees defined:
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.

NAAB Team comment:
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
Please note that the above link is from the 2020-2021 Archived Graduate Catalog and has been updated in the 2021 – 2022 Graduate Catalog:
https://catalog.fairmontstate.edu/content.php?catoid=13&navoid=2076

Program response:
The above omission was corrected.

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:

The previous candidacy evaluations were conducted under the 2014 Conditions and the 2015 Procedures. As a result of the 2020 Conditions, where considerable changes were made to the program and student criteria, the program-level learning outcomes were reviewed, revised, and coordinated with course-level learning objectives and outcomes.

The program learning outcomes of the architecture program are:

1. Be able to make design decisions within architectural projects that demonstrate design thinking and integrative solutions. (PC.2, PC.7, PC.8, SC.5, SC.6)
2. Understand the dynamic relationship between built and natural environments, building performance and adaptation, and fundamental sustainable design principles. (PC.2, PC.3, PC.5, SC.4, SC.6).
3. Understand the fundamental processes of practice and the practitioner's role in designing within the regulatory requirements for health, safety, welfare, and accessibility to the built environment. (PC.1, PC.6, PC.8, SC.1, SC.2, SC.3, SC.5)
4. Apply fundamental precedents, historical, systems, technologies, and assemblies of whole building design as products of an integrative design process. (PC.2, PC.4, PC.5, SC.4, SC.5, SC.6).

A fundamental change to the program has been the integration of assessment through Taskstream by Watermark. This assessment platform provides opportunities to better collaborate across campus and engage, reflect, and plan courses of action in response to data and insights gathered from the process.

Individual courses have been reviewed and revisited to transition from the Student Performance Criteria of the previous conditions to the current Program Criteria and Student Criteria. As a result, some courses, such as first-year ARCH 1000 and ARCH 1050 have expanded beyond introducing technical thinking and skills to a broader approach of learning about the design profession. The design studio sequence: ARCH 2000, 2050, 3000, 3050, 4000, 4050, 5500, 5550, and 6650 have begun to place an additional emphasis on the collaborative and inclusive trajectory of the profession as it endeavors to inform societal discourse.

See Appendix G - NAAB Criteria Matrix or
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB-Criteria-Matrix.pdf

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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:

Context

Fairmont State is located in the heart of Appalachia, in the northern mid-Atlantic region of the United States. This location affords the architecture program a deep and diverse recruiting pool. The university is situated among an interstate population center of approximately 15,000,000 people (2016 U.S. Census data), including major metropolitan areas in Maryland, Pennsylvania, Ohio, Virginia, and the District of Columbia, accessible within a four-hour drive from the main campus. The student body of FSU has traditionally been comprised primarily of West Virginians, with a minority of students from the surrounding border states.

Fairmont State University was founded in 1865, with roots reaching back to the formation of public education in West Virginia. From West Virginia's first Normal School housed in a single building, the university's 120-acre campus has expanded to include more than 23 buildings and has grown to be the third largest of the state's universities with an enrollment of about 3,600 undergraduate students with over 80 fields of study, and approximately 250 graduate students with 13 on-campus and online graduate degree programs.

Mission of the University

Fairmont State University is a comprehensive, regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact.

University Vision Statement

Fairmont State University aspires to be nationally recognized as a model for accessible learner-centered institutions that promote student success by providing comprehensive education, excellent teaching, flexible learning environments, and superior services. Graduates will have the knowledge, skills, and habits necessary for intellectual growth, full and participatory citizenship, employability, and entrepreneurship in a changing environment.

Mission of the Program

The mission of the Architecture Program at Fairmont State is to educate aspiring architects to achieve personal and professional success by engaging them 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. Because of our long history and strong commitment to Appalachia, the Professional Program particularly focuses on matters of community revitalization and sustainability within the cities and towns of the region and the state. In response to global circumstances, we postulate that they may be more tangibly addressed through local deliberation, creative practice, and the equitable engagement of all citizens. The undergraduate and graduate architecture programs are delivered on-campus, face to face.

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

multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The program at FSU benefits the university in a number of ways, among them distinguishing the institution, improving community outreach, providing regional recruiting potential, and influencing sustainable and cultural development.

Distinguishing the Institution - As the only architecture program in West Virginia, it will realize the directive of the WV Higher Education Policy Commission that institutions distinguish themselves with unique programs of study. As a professional degree offering, the program will enhance the institution's profile and improve opportunities for developing future professional degree programs.

Community Outreach - The architecture program at FSU has had an AIAS chapter for over thirty-five years. Through the AIAS, students are involved in community revitalization efforts, benevolent community programs, and the professional community.

ARCH 5500 and 6650 often address and reimagine local space/places. Recent projects include an old Glass Factory, Locust Avenue and the Coal Run area in Fairmont.

The Community Design Assistance Center (CDAC) assists regional communities, neighborhood groups, and non-profit organizations with improvements to the built environments through planning and design assistance. The CDAC serves as an outreach arm of the Architecture Program, integrating the learning and working environments by linking students and faculty members to community projects that cannot afford professional consultants' services or are not ready to hire a consultant. The CDAC has worked with the West Virginia Redevelopment Collaborative and several municipalities, including the Cities of Fairmont, Whitehall, Philippi, Richwood, Junior, and various community groups and foundations. The CDAC has assisted with reimagining and redeveloping existing buildings, streetscape and beautification projects, post-flood assessments, and new building projects. Notably, in 2014 the CDAC began a four-year collaboration with the University of Tennessee and the Appalachian Regional Commission to develop a Dark Skies Park in Calhoun County, WV, to exploit a critical economic development opportunity for the region.

Providing Regional Recruiting Potential - Since beginning on the pathway toward accreditation, the program has seen increases in inquiries and admissions from the university's primary regional recruiting areas of Western Pennsylvania, Western Maryland, and Northern Virginia, where relatively few public institutions offer accredited degrees in architecture.

Influencing Sustainable and Cultural Development – The architecture program aspires to enlarge the public understanding of architecture, especially the cultural and social significance of the discipline. In 2014, the program partnered with AIAWV and the WV Foundation for Architecture to establish The Mayfield Lecture. The mission of the Mayfield Lecture is to encourage a sense of community between architectural education, the profession, and the public by influencing the educational, economic, and cultural well-being of our region through the dissemination of architectural knowledge. The Mayfield Lecture, held annually, is a premier university lecture and is open to all faculty, students, and community members.

Sustainable design is an integral thread woven into the curricular and extracurricular activities of the program. Students and faculty engage with the community and the profession to spread awareness of sustainable design principles' potential to positively impact communities. The program has a 100% pass rate for the LEED Green Associate and LEED AP exams, equipping students with sustainable credentials prior to graduating from the university.

Interdisciplinary Opportunities - Curricular minors in Art, Art History, and Graphic Design and Business are coordinated to align with the pre-professional program electives. Program electives are designed to encourage interdisciplinary opportunities and add breadth to student portfolios. Students often take electives in business to help prepare students for entry into the profession.

Courses in graphic design are key program electives for undergraduate students. Undergraduate courses in structural systems are taught by engineering technology faculty. The department of Architecture, Art + Design embraces the opportunities for synergies between the programs. Electives for graduate architecture students are coordinated with the Schools of Business and Fine Arts. The MBA program provides opportunities to collaborate with MBA students and faculty within a project management focus. Graduate students work with Art faculty through special topics courses geared to the student's emphasis of study.

Through interdisciplinary electives, graduate and undergraduate students participate in exhibitions held by the School of Fine Arts. Students provide support in visual representation to student groups within the college. For example, architecture students assist in developing presentation materials for the ASCE concrete canoe competition.

The Celebration of Student Scholarship (CSS) is an annual event at Fairmont State that began in 2002. Kirk Morphew was a key member of the CSS Selection/Organizing Committee for nearly 20 years and has been instrumental in increasing the perception of architecture as a scholarly endeavor rather than a purely technical discipline. The Celebration showcases posters and oral presentations from students who have conducted independent research over the past academic year. The projects are nominated by faculty who wish to recognize a student's exemplary work. The subjects range from architecture to biology, from art to literature. The work is presented to the campus community. Architecture is a regular contributor to the Celebration sharing a breadth of student work including independent research, study and travel experiences, and design projects.

Alumni – Through the university's commitment and emphasis on developing alumni relationships, the program continues to build its alumni network. Many alumni work throughout West Virginia's design and construction community, and hold positions in nearly every architecture firm in the state. Many maintain an active presence in the program as Professional Advisory Committee members, mentors, design critics, guest lecturers, and adjunct faculty. The program uses social media to stay connected with alumni. Students in the portfolio development course are required to create a Linked-In profile and digital portfolio; and the program maintains an alumni Facebook site. These efforts have provided a means for former students to stay up to date with the program, and for alumni to develop professional networking opportunities.

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:

Opportunities for individuals to engage in the world beyond the studio and classroom are critical to both the students and faculty. Students and faculty benefit as groups and individuals through a variety of opportunities such as field trips, professional organizations, and community service.

The Community Design Assistance Center (CDAC) engages students and faculty with community stakeholders to provide design assistance on real-world community projects, expanding the town and gown relationship while introducing students to the collaborative nature of professional practice.

Beginning in the 1990's, a field trip to visit Frank Lloyd Wright's Fallingwater and Kentuck Knob have been an important part of the second-year design studio experience.

Since 2011, the program has conducted a study + travel course during the spring semester offering students an opportunity to explore the world's great cities. The course's main objective is to facilitate an interconnection with the architecture and history that have contributed to the life and culture of the place. This course encourages students and faculty to better understand the

influence of the past on the present, and ponder on the evolving future. In the classroom, the architectural history, and culture of the region are studied. Abroad, students and faculty visit important architecture, museums and historic sites, and learn to navigate through a country that is foreign to them. This course has developed interdisciplinary relationships with the foreign language and honors programs.

AIAWV is the voice of the architecture profession in the state and is a critical partner with the program, providing scholarships and learning opportunities for the students. AIAWV is the key sponsor of The Mayfield Lecture. As the voice of the profession, the AIAWV provides opportunities for faculty to participate in the professional discourse. The organization is also a key provider of architecture continuing education. The program provides support for professional dues and attendance at conferences.

Through support from the college and program, faculty have regularly attended: the AIA Conference on Architecture, the Society of Architectural Historians conferences, and ACSA Administrators, and Teachers Conferences.

Fairmont State has maintained a chapter of the AIAS for over 35 years. The AIAS serves as a critical voice for advancing the concerns and agenda of the students while providing an opportunity for community and collaboration. The relationship with AIAWV continues to grow. Each fall semester, the AIAS sponsors a chapter meeting where professionals from across the state converge upon the Fairmont State campus for a day of continuing education. Here, students and professionals have an opportunity to share a common experience geared toward advancing their knowledge of the architecture profession. AIAWV sponsors a design competition for junior and senior students during the fall semester. The AIAWV Scholarship Committee reviews the digital entries and then conducts an in-person design jury for those selected for the competition "shortlist." AIAWV has continuously sponsored this competition since 1994. The AIAS is invited to attend the AIAWV Design and Construction Expo in the spring semester.

Summary Statement of 1 – Context and Mission

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

Program Response:

The architecture program at Fairmont State resides in the College of Science and Technology, the university's largest and most diverse academic unit, with programs in the natural sciences, mathematics, computer science, engineering technology, and visual arts. The university offers a broad range of graduate and undergraduate degree programs complemented with diverse extra-curricular activities. Fairmont State is located in the small city of Fairmont, WV, in the heart of Appalachia. It is afforded a wealth of outdoor, cultural, and historical opportunities due to its Mid-Atlantic region proximity to Pittsburgh, PA, Columbus, OH, and Washington D.C.

The university's SOAR Values inform the architecture program:

Scholarship: To celebrate the joy and wonder of discovery
Opportunity: To grow, learn, engage, and contribute.
Achievement: To reach personal and community goals.
Responsibility: To fulfill obligations to ourselves, the learning community, our society, and the future.

The program considers the cultural, geographical, and historical conditions that distinguish the unique character of the Appalachian Region and its people. Emphasis is placed on the small city to explore architecture by imagining, envisioning, and developing the built environment. The program provides opportunities for students to expand their ideas of scholarship, re-envision community, be active in the AIAS, and participate in study/travel abroad.

Embedded within all levels of the program are emphases on sustainable design principles, the architect as a collaborator, and the significant role of architecture in place making.

2—Shared Values of the Discipline and Profession

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

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

Program Response:

The Architecture program has a long history of educating students through a multi-faceted approach to design where students and faculty engage in a discourse based on history, theory, and pragmatics. The program endeavors to guide students toward their own architectural position by exposing them to the diverse points of view that define the discipline of architecture. The program fosters a studio environment where the various class levels engage, and peer-to-peer learning is a vital component of the student experience. The program encourages students to pursue design solutions using all of the means and methods available, looking for unique ways to explore and express their eidetic vision. Additionally, outside reviewers during project critiques add to the diversity of perspectives and introduce students to opportunities in related disciplines outside of the realm of traditional architecture practice.

Specifically, the Mayfield Lecture provides an opportunity to share the importance of diverse design disciplines and unique points of view with the campus community and beyond. The spring Alumni Lecture introduces experiences and insights from the world of professional practice into the students' growing perception of the architect's influence in a global culture.

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 idea of environmental stewardship and professional responsibility is a common thread in the program and is introduced in the earliest design studios. Sustainable design and green building are not presented merely as additional architectural services but are taught as core responsibilities of professional practice. The program instills the values of sustainability as the foundation for design, planning, construction, and building operations practices for today and tomorrow. Consideration of sustainable concepts provokes students to look at architecture as the nexus of environmental concern and concern for the built environment's impact on society and individuals. ARCH 3010 and 5560 provide students with an opportunity to consider the broad reach of sustainability ranging from food production, energy resources, waste management, and the built environment. Additionally, these courses advance the idea of leadership in the field and prepare students for such credentials as LEED Green Associates and LEED AP's.

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:
Applying the principles of equity, diversity, and inclusion for all individuals and cultures is critical for positively impacting society. Within the program and the institution, the goal is to create a climate of opportunity and fairness and cultivate ideas and practices that give everyone a voice. Fairmont State is among the best economic values for architectural education in the U.S., opening the door for students who otherwise may not be able to study architecture and enter the profession without incurring excessive financial debt.
The built environment is considered a powerful mechanism for affecting communities and cultures. The idea that the architect has a responsibility through design to connect history, culture, social policies, community members, etc., is paramount. The program seeks to educate aspiring architects to pursue a shared vision influenced by a broad spectrum of experiences to create functional, safe, and inclusive environments. The program acknowledges and embraces a larger perspective, including that which the AIA and the ACSA promote through their diversity and inclusion initiatives.

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

Program Response:
The program recognizes that architecture students and faculty should endeavor to add knowledge and innovation to the discipline of architecture to more fully understand the impact of architecture and the profession on the built environment and how the world beyond buildings is affected by architectural advancements. The notion that architectural knowledge and innovation can impact a variety of scales, including the individual, the building, and society, as posited by the AIA, is integral to students developing a position on architecture that challenges accepted norms, methods, and traditions.
The program is studying ways to improve the outcomes of the current undergraduate and graduate research programs and expand interest and participation in research that leads to innovations and new 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:
Due to the small size of the program and the close faculty and student-faculty relationships, the program has historically been intrinsically collaborative, and leadership has benefited from a shared voice among the faculty and students. There is a spirit of camaraderie among the students, faculty, and professional members, as the shared goal of program success has driven all. This approach has become the foundation for leadership, collaboration, and community engagement as the program has formally developed over the years. The idea that the architect does not operate in isolation is a concept that is introduced in early design studios and is fostered throughout the curriculum, stressing the attitudes, expectations, and skills critical for successful leadership roles. In practice, every project is interdisciplinary with stakeholders from diverse points of view, all coordinated by the architect. This reality is asserted in the classroom discourse and informs the approach to architectural discovery

throughout the curriculum. Formal opportunities for student leadership are provided through the university student government, the AIAS, and the CDAC.

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 architecture program promotes a culture where students grow to appreciate the importance of perpetual learning by involving individuals from various career stages to interact and inform as adjunct faculty, lecturers, critics, and mentors. Architecture faculty become the model for lifelong learning as the profession of architecture is inherently one that embraces this concept through formal continuing education for maintaining licensure. Architects must continually enhance their professional skills and knowledge to remain current with professional practice advances. The program stresses this concept by reinforcing that students have a personal responsibility to improve and refine their skills and understanding throughout their academic and professional careers. This idea is further reinforced by the program's engagement with the AIAWV in developing and providing on-campus professional continuing education opportunities for faculty and design professionals. Traditionally, the graduate program offers the students the flexibility to work in the profession, study, and explore goals.

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.

Criteria Matrix:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB-Criteria-Matrix.pdf

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

Program Response:
The program ensures that students understand the paths to become licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

ARCH 5540 introduces students to the formative concepts of professional practice through discussions, construction site visits, firm visits, and lectures by interdisciplinary professionals to introduce the multifaceted business of architecture. During the fall of 2021, Guest lecturers included: A structural engineer/president of an engineering firm, a Construction Manager for a Design/Build firm, an architecture firm principal, a sole proprietor, a Head of Transportation Architecture for a large multinational firm, and a City Planner.

While design courses nurture the skills and sensibilities needed to become an architect, students are exposed to the means, methods, and communications tools of the profession through required courses that focus on building assembly and documentation **(ARCH 2060, 4060)**, building systems **(ARCH 4030, CIVL 2290)**, and Building Information Modeling **(ARCH 1050)**. These technical courses are taught by registered architects and professional engineers who integrate the perspectives of practice into the classroom, exposing students to the range and options available for employment and practice as an architect.

ARCH 3080, 4080, and **5080** (elective internship courses) offer students the opportunity for practical experience in an NCARB AXP setting; participating students are eligible for AXP credit. Participation in the Community Design Assistance Center **(ARCH 3001, 4001, 5501, 6601)** provides an opportunity for students to work under the supervision of an architect and with various stakeholder groups to address a variety of real-world architectural problems. As a registered architect supervises the CDAC, participating students are eligible for AXP credit.

The Architect Licensing Advisor provides two formal workshops annually to introduce the profession and familiarize students with the AXP. Josh Lyons has served as the program's Architecture Licensing Advisor (ALA) for four years and is available to students to address questions regarding their participation in the AXP and the profession in general. Each semester, the ALA conducts an AXP workshop to make students aware of NCARB requirements and alternate paths to licensure. All students are encouraged to work with the ALA and seek his/her own professional learning experience.

Each semester, the AIAWV collaborates with the AIAS to allow students to interact with design professionals at an on-campus educational event and off-campus at the WV Design EXPO. The AIAWV scholarship committee members serve as jurors for sponsored design competitions in the fall semester. The AIAWV design competition introduces students to the

process of presenting work similar to that of pursuing professional design commissions through evaluation and interviews. The program has an active community of professionals who regularly provide critique and assistance for design reviews, contributing a critical practice view that helps students gain insight into the myriad of interdisciplinary concerns of the profession.

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

Program Response:
The program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors in different settings and scales of development, from buildings to cities.

Design studios within the program are sequenced to build upon each other and are broken into foundational **(ARCH 1000, 1050, 2000, 2050)**; intermediate **(3000, 3050, 4000,** and **4050)**, and advanced/graduate **(ARCH 5500, 5550,** and **6650)**. The undergraduate studios embrace an iterative process, introducing students to increasingly complex principles and topics focused on informing ideas about form, spatial order, context, urban environments, systems, and regulations. Graduate studios require the students to incorporate research elements, apply their architectural knowledge, and do high-level thinking to integrate a range of complex conditions and constraints. Graduate design studios are paired with topical seminars that address content relevant to each of the studios.

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

Program Response:
The program instills a holistic understanding of students' 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.

Sustainable principles are embedded throughout the program. Thus, students are exposed to environmental ideas at both the pre-professional and professional levels. Design studios require an increasing level of integration of sustainable principles into the projects commensurate with the increasing complexity of the building designs. **ARCH 4000** requires students to formally consider applying a sustainable rating system to the project design.

ARCH 4030 stresses the architect's role in leading the design team and incorporates sustainable principles related to passive and active building systems such as lighting, HVAC, and plumbing. **ARCH 3010** and **ARCH 5560** present the dynamics of sustainable design, initially through the introduction and discussion of formative principles, leading to studies of contemporary and future applications. The courses additionally prepare students to sit for the LEED Green Associate exam. Since the course's inception, students sitting for the exam have had a 100% pass rate.
The 2021 Mayfield Lecture - "Building Momentum," presented by Nina Chase, ASLA, was developed to respond to the AIA resilience and adaptation initiatives and provide AIA continuing education credit.

The AIAS facilitates a studio recycling effort.

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

Program Response:
The program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, both nationally and globally.

The program provides students with opportunities to explore global perspectives of cultures and conditions along the urban gradient. **ARCH 2010, 2020, 3050, 3085,** and **5585** explore the impacts of social, historical, and cultural circumstances. Students investigate these concepts through various means of inquiry and are encouraged to participate in travel abroad opportunities.

ARCH 2010 and **ARCH 2020** are two-semester survey courses that emphasize the historical, social, and technological factors that give rise to the built environment, comparing the diverse thoughts and achievements of cultures across time and the globe; from the origins of human making to the present.

ARCH 3050 explores the world's major religions and the associated social and cultural influences on the built environment.

ARCH 3085/5585 are study + travel courses where students study foreign cities, regions, and cultures, then engage in a first-hand experience traveling to these various places. Over the past decade, the program has traveled to England, Spain, France, Turkey, Italy, Greece, Belgium, and the Netherlands.

ARCH 5510 revisits selected topics in the history of urban design, introduces the history, benefits, and concerns of historic preservation, and explores more recent/current topical discourse in community and urban design.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:
The program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

The architecture curriculum requires students to research to determine the fundamentals of form and function and consider the more advanced application of precedents, theories, and principles that influence the design project. Every design studio and nearly every course has some measure of research involved. The pattern for academic research is geared toward eventual architectural practice, where well-informed decision-making is critical when evaluating options and assessing solutions for completing successful design projects.

Several courses in the Master of Architecture program emphasize the need to study, test, and evaluate the architectural imposition into the landscape to better understand the constructs that contribute to the built environment.

ARCH 2020 introduces students to the research skill of synthesizing content from multiple sources to write weekly essays on significant topics in the history and theory of architecture from c. 1400 to the present.

ARCH 5510 explores architectural concepts within the context of cities of less than 50,000. Research methodology is applied to the contextual studies of urban design, historic preservation, and social and cultural implications for the community. Students conduct research and present case studies of selected communities from across the Appalachian Region.

ARCH 6610 investigates the concept and range of research in architecture, examines the varieties of research methods, and explores the range of research employed by significant contemporary architects. This content prepares each student to develop an individual research area culminating in a proposal that includes a defined plan for research, research methods to be employed, preliminary research, and a preliminary schedule for the Advanced Studio Design Project that takes place in the final semester of the Master of Architecture program.

ARCH 6650 architectural design projects are investigated through integrating research, critical thinking, design, and representation.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:
The program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts and learn how to apply effective collaboration skills to solve complex problems.

The architecture program encourages a collaborative environment for its faculty and students. Through the program's curriculum structure, collaborative and leadership experiences are integrated into the design studios, supporting courses, program electives, and interdisciplinary electives. Studios are large open spaces that encourage interaction among the students in different course levels and, by their very nature, support a collaborative way of thinking and peer-to-peer learning.

Students in their second year taking **ARCH 2060** work as groups exploring building assembly at various scopes and scales. **ARCH 3000** is designed to fulfill the university general studies "Teamwork" attribute requirement. Here, student projects provide foundational knowledge and skills needed to communicate as an architectural team. During the fall 2021 semester, the students collaborated with landscape architecture students from West Virginia University on a project located in Pittsburgh, PA. **ARCH 4000** requires student teams to conduct pre-design activities to develop the semester project parameters. Both required and elective courses work with off-campus stakeholders. **The ARCH 5500** graduate studio focuses on projects that engage community organizations and work across various conditions.

The Community Design Assistance Center works with stakeholder groups through collaborative student lead teams, where students coordinate with faculty direction, lead design efforts, and manage projects.

Additionally, students have the opportunity to take leadership positions in the AIAS, and to support the program as Graduate Assistants (GA/GTA) and Undergraduate Student Assistants (SA). GTA's typically assist faculty with undergraduate courses and lead workshops to supplement undergraduate learning opportunities.

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

Program Response:
The program fosters and ensures a positive, respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

These program criteria are instilled in every course and in all interactions among students, faculty, and staff. Especially among the faculty in the Department of Architecture, Art + Design and Architecture program, the environment encourages open discussion where individual viewpoints are shared and respected.

The Architecture Program is committed to maintaining a healthy learning environment, inside and outside of the classroom, which encourages general health and well-being, work-school-life balance, and professional conduct. This notion is informed by the core values of the university and the program faculty and students.

Executing these values is guided by our Studio Culture Policy, which was last updated in Fall 2021.
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/Studio%20Culture%20Policy.pdf
The review (three-year cycle assessment) of the Studio Culture Policy is conducted by a committee of core architecture faculty, a graduate student representative, and officers of the AIAS. The Studio Culture Policy is posted on the program website, and a link to the site is included on each studio syllabus each semester.

The Studio Culture values are also recognized and implemented outside the classroom's learning environment. For example, students are encouraged to join and participate in our local AIAS chapter and AIAWV functions, service projects, and field trips.

The learning and teaching culture is further informed by guest lecturers and studio critics who represent additional diverse points of view.

Critics	Lecturers
Adam Rohaly, AIA, LEED AP	Mike Howell, PE, SE,
Travis Howard, Assoc. AIA	James Barvinchak, CM
John Edward Porter, AIA	Shae Strait, City Planner
William Yoke, AIA	Jason Miller, AIA, Principal Architect
Philip Cole, Landscape Designer	Denis Henmi, AIA, Principal Architect
Stefania Staniscia, Ph.D	Vincent Gonzaga, Principal Architect
Canon Fancher, Assoc. AIA	Carrie Staton, Brownfields Director
Kate Greene, Redevelopment Director	

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:
The program 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 and resources.

The architecture program recognizes that while recent statistics from the AIA indicate that representation of women and people of color is improving, individuals have traditionally been under-represented in the profession. Additionally, the program recognizes unique cultural and social disadvantages among many living in Appalachia.
People of color, especially from inner cities and individuals from highly rural areas of Appalachia, may have difficulty affording the costs associated with pursuing an architecture degree.

The cost to study architecture at Fairmont State is among the lowest in the United States. The program has made initial steps to create a scholarship through a partnership with the professional design community to address BIPOC student support opportunities.

The program recognizes that improving outreach into secondary schools can be a crucial strategy for recruiting minority students and has participated in Department efforts to bring high school students to campus and introduce them to the discipline of architecture.

Design and lecture courses explore the diverse needs, values, physical abilities, and social and spatial patterns that characterize different cultures and individuals. Design courses integrate accessible design principles of various scales and levels of complexity into design studies and projects.

ARCH 2010 and **ARCH 2020** emphasize the historical, social and technological factors behind the built environment, comparing the diverse thoughts and achievements of cultures from across the globe.

ARCH 3050 explores the world's major religions and the associated social and cultural influences on the built environment.

ARCH 4060 considers the impact and application of accessible and barrier-free design principles to the built environment, emphasizing regulatory and technical requirements.

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

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

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

Program Response:
The program ensures that students understand the impact of the built environment on human health, safety and welfare at multiple scales, from buildings to cities.

The discipline of architecture encompasses a broad and diverse scope that often emphasizes the art and design of architecture. The architecture curriculum acknowledges the reality that a critical component of that scope is to protect public health, safety, and welfare and acknowledges the priority that NCARB and jurisdictional licensing boards place on this imperative. Additionally, the curriculum acknowledges that the larger and broader scale of understanding the impact of health, safety and welfare includes the three pillars of sustainability: Environmental Sustainability, Economic Sustainability, and Social Sustainability.

Design courses from the foundational to the most advanced level include principles and applications toward protecting public health, safety, and welfare from the macro to the micro-

scale, such as optimizing site resources to articulating egress components within a building. **ARCH 3010** and **ARCH 5560** focuses on understanding and applying the principles of sustainable strategies and practices toward the health safety and welfare building users and society at large. **ARCH 5540** presents the codified charge of the architect to protect the health, safety and welfare of the public.

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

Program Response:
The program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing changes in these subjects.

In design and complementing technical courses, ethical and legal practice concepts are discussed. **ARCH 5540** focuses specifically on the holistic practice of architecture. The course is taught by a practicing architect and stresses the collaborative nature of the architect, client, and builder relationship. The holistic approach to professional practice builds from the fundamental concept that architecture is a profession, thus requiring specialized knowledge, intensive training, and high standards of achievement and conduct.

The AIA Code of Ethics and the NCARB Model Rules of Conduct are discussed as guiding principles for the realm of architectural practice. The role of the AIA, NCARB, and local regulations in protecting the public good are discussed. Protection of public health, safety, and welfare are presented as the critical element for professional practice.

Practice is presented as a multifaceted endeavor, where multiple individuals, having different and vital roles, work through the various stages of project development and project management. Project delivery from the initiation of the concept through post-occupancy is explored. Practice is presented as a business with opportunities for success and failure at every level - from the project to the firm. Establishing, marketing, and sustaining a practice, working with clients, and using AIA Contract Documents as a primary business tool are discussed.

Currency and awareness of the trends and influences on architecture practice are inherent in the instructor's additional role as a practicing architect. Additionally, all full-time faculty members are registered architects. Guest speakers from the allied disciplines contribute vital and diverse perspectives to the discourse.

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

Program Response:
The program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Beginning in **ARCH 3000**, students are introduced to standards, guidelines, building and life-safety codes, and land use requirements. Students continue to explore the more specific

components of each and begin to synthesize them into design projects as they continue through the sequence of design and technical courses **(ARCH 3050, 4000, 4050, 4060, 5500, 5550)**. Advanced studio projects require students to conduct reviews of the applicable regulations for the design projects and apply them as focused inquiries and then as elements of a comprehensive design process.

This approach ensures that students understand the purpose of regulatory tools and have the ability to design sites and buildings that respond to relevant codes and regulations.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects

Program Response:
The program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives.

The architecture curriculum recognizes that architects are required to understand the technical aspects of design, systems, and materials and apply that understanding to building design and construction. Technically oriented courses: **ARCH 2060, ARCH 3010, ARCH 4030, ARCH 4060,** and **ARCH 5560** introduce and reinforce the principles of residential, light commercial, and commercial construction and the basic principles of environmental systems design and sustainable design principles. Advanced design courses **ARCH 4000**, and **ARCH 5550** emphasize an integrative approach to design where technical constructs are considered from the earliest stages of the projects as critical and complementary components of the project design.

The basic principles involved in selecting and applying building envelope assemblies relative to performance, aesthetics, durability, and resources are studied. The technical courses explore a broad range of considerations in the appropriate selection of interior and exterior materials, finishes, products, and components based on their inherent performance, environmental implications. Building service systems' technological and performance requirements are studied as individual components and integral parts of whole building thinking. The applications of sustainable strategies and related technologies to manage resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations are investigated.

Being able to effectively represent and articulate the complex assemblies of components and systems is a requisite skill of the architect. Technical coursework endeavors to develop the student's ability to make technically precise drawings, prepare outline specifications, and construct models that effectively illustrate how spaces are understood and how components are assembled.

Coursework considers the components and constructability relative to such concerns as first cost, life-cycle cost, and environmental impacts, including end of building life costs and impacts.

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

Program Response:
The program ensures that students develop the ability to make design decisions within architectural projects while demonstrating the synthesis of user requirements, regulatory requirements, site conditions, accessible design, and consideration of the measurable environmental impacts of their design decisions.

In the design course sequence **(ARCH 2000, 2050, 3000, 3050, 4000, 4050, 5500, 5550, 6650)**, each course builds upon the other with an ever-increasing level of complexity. It is anticipated that the student will comprehensively communicate ideas and develop design solutions with a higher level of thought and greater detail than in the previous studios. The design foundation begins with introducing the tools for studying design questions and representing design ideas. The course of study begins with small abstract projects focusing on introducing fundamental architectural principles and design thinking; advancing to comprehensive projects that require students to demonstrate the ability to make design decisions that include: sound functional planning, integrating the myriad of building systems, and responding to environmental and sustainable design concerns.

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

Program Response:
The program ensures that students develop the ability to make design decisions within architectural projects while demonstrating the integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

At its simplest, integrated building design considers that each of the different systems in a building impacts each other. **ARCH 5550** provides the most direct application where a comprehensive design solution integrating a range of concerns, including the site, context, building function and organization, building systems, life-safety, and sustainable principles, is developed. Individual inquiries explore design questions geared toward better understanding specific systems and circumstances. Interrelationships of the building elements are understood, evaluated, and appropriately applied. The preliminary studies are subsequently evolved and synthesized, emphasizing the discovery of unique opportunities to inform and enhance the connection of the individual systems as critical parts of the whole building. Likewise, **ARCH 4000** includes studying many of these key elements at a preparatory level of inquiry for ARCH 5550.

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: Please see Institutional Status and Requirements Report from the Higher Learning Commission below:

HIGHER LEARNING COMMISSION

Fairmont State University

Institutional Status and Requirements Report

Institution and Contact Information

Institution ID:	1663
Institution Name:	Fairmont State University
Institution Address:	1201 Locust Ave., Fairmont, WV 26554-2470
Phone:	(304) 367-4000
Web Page:	www.fairmontstate.edu
Accreditation Liaison Officer (ALO) :	Merri S. Incitti (merri.incitti@fairmontstate.edu)
Assurance System Coordinator :	Timothy R. Oxley (Timothy.Oxley@fairmontstate.edu)
Chief Academic Officer (CAO) :	Richard Stephens (rick.stephens@fairmontstate.edu)
Chief Executive Officer (CEO) :	Mirta M. Martin (mirta.martin@fairmontstate.edu)
Chief Financial Officer (CFO) :	Christa Kwiatkowski (christa.kwiatkowski@fairmontstate.edu)
Data Update Coordinator :	Jacob Abrams (jacob.abrams@fairmontstate.edu)

Accreditation Status

Accreditation Status:	Accredited
Accredited	01/01/1947 -
Inactive-Withdrawn	01/01/1934 - 12/31/1946
Accredited	01/01/1928 - 12/31/1933
Nature of Institution	
Control:	Public
Degrees Awarded:	Associates, Bachelors, Masters
Reaffirmation of Accreditation	
Year of Last Reaffirmation of Accreditation:	2012 - 2013
Year of Next Reaffirmation of Accreditation:	2022 - 2023
Accreditation Liaison	Linnea Stenson

Fairmont State University
Institutional Status and Requirements Report
Report generated on May 26, 2021
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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:
Architecture, B.S. See Major Courses (71 credit hours)
https://catalog.fairmontstate.edu/preview_program.php?catoid=15&poid=1962
Architecture, B.S. Degree Total = 126 Credit Hours

Architecture, MArch See Required Courses (30 credit hours)
https://catalog.fairmontstate.edu/preview_program.php?catoid=13&poid=1578&hl=architecture&returnto=search

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

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

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

Program Response:
The Fairmont State core curriculum ensures that students possess a wide range of skills and knowledge to enhance their lives after graduation. The knowledge, skills, and abilities obtained through the core curriculum transcend specific disciplines and are valued by employers at all levels and by society in general. Fairmont State supports a core curriculum so that our students appreciate the diversity of disciplines as they discover possibilities in their interdependence. The skills and knowledge obtained by completing core curriculum courses provide students with the necessary tools to be productive employees, leaders, and citizens. The categories were designed to incorporate the foundational knowledge and skills that have enduring societal value and prepare students to survive and thrive in a complex, diverse, and dramatically changing world. A large portion of the skills and knowledge Fairmont State expects its students to have when they graduate from core curriculum courses.
Core Curriculum (30 - 34 credit hours)
https://catalog.fairmontstate.edu/content.php?catoid=15&navoid=2463

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:
Architecture, B.S. See Major Electives (24 credit hours)
https://catalog.fairmontstate.edu/preview_program.php?catoid=15&poid=1962

Architecture, MArch See Elective Courses (12 credit hours)
https://catalog.fairmontstate.edu/preview_program.php?catoid=13&poid=1578&hl=architecture&returnto=search

Undergraduate Architecture students may seek a Minor in Art, Business Administration or Graphic Design. If a student declares a Minor in one of these, she may use those credits as Architecture Program Electives.

Art Minor
https://catalog.fairmontstate.edu/preview_program.php?catoid=15&poid=1984&returnto=2480
Business Administration Minor
https://catalog.fairmontstate.edu/preview_program.php?catoid=15&poid=1857&returnto=2480
Graphic Design Minor
https://catalog.fairmontstate.edu/preview_program.php?catoid=15&poid=1964&returnto=2480

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:
Degrees offered within the Department of Architecture, Art + Design:
https://catalog.fairmontstate.edu/preview_entity.php?catoid=15&ent_oid=279&returnto=2482

The associate degree in Architectural Engineering Technology is in the process of being discontinued. No further students are being admitted to the program. See Appendix H.

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:
Not Applicable

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

Program Response:
Architecture, MArch 168 semester credit hours total = (42 credit hours + 126 credit hours minimum undergraduate degree with architecture major)
https://catalog.fairmontstate.edu/preview_program.php?catoid=13&poid=1578&hl=architecture&returnto=search

Architecture, B.S. (126 credit hours)
https://catalog.fairmontstate.edu/preview_program.php?catoid=15&poid=1962

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:
Not Applicable

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 evaluation of pre-professional education undergoes several levels of review. The first sequence begins with the Fairmont State University, Office of Admissions review of applications for a completed submission of all university and program level application requirements including: Graduate Review Examination (GRE) scores, Letters of

Recommendation, the meeting of minimum standards for TOEFL (if applicable), official college transcripts, and for the completion of, or pending completion of, an undergraduate degree from an accredited institution. Undergraduate degree transcripts from international students are further evaluated by World Educational Services (WES) for their equivalency with US degrees.

The university requires a minimum 2.75 overall grade point average; or a 3.0 grade point average on a 4.0 scale on the student's last sixty (60) semester hours of baccalaureate degree courses. Any exceptions to these averages are determined on a case-by-case basis upon review and consideration of all aspects of an application. The applicant's GPA is recorded on the evaluation form used by the Master of Architecture Program.

Admission to the Master of Architecture Program at Fairmont State further requires the completion of a four-year pre-professional Bachelor of Science in Architecture or Bachelor of Arts in Architecture. Students who have completed the Bachelor of Science in Architecture at Fairmont State University are known to have already fulfilled designated National Architectural Accrediting Board Program Criteria (PC) and Student Criteria (SC) that will be subsequently completed during the Fairmont State M. Arch degree program.

Incoming M. Arch students who received their pre-professional degree from an institution other than Fairmont State, must submit a NAAB PC/SC Matrix from their institution if available, and/or may be required to submit course descriptions and syllabi for evaluation to ensure proper compliance with the remaining NAAB PC/SC that are met in the professional degree curriculum in the Fairmont State M. Arch Program.

Master of Architecture applicants must also submit: three (3) letters of recommendation, with a minimum of two from undergraduate architecture instructors (the third may be from a professional acquaintance). Given the Letter of Recommendation requirements, students from Fairmont State are only required to submit one outside LOR, given that the faculty are already familiar with their qualifications. Also required are: a portfolio containing examples of the applicant's creative/design work; and a letter of intent summarizing the student's aspirations for pursuing the Master of Architecture degree in general and at Fairmont State University specifically.

The next level of review is an evaluation of the required application materials by the Master of Architecture Program Director, in collaboration with the Architecture Program faculty. Findings from this evaluation are recorded on a one, or two-part Master of Architecture Applicant Evaluation Form. The one-part form is for Fairmont State applicants and the two-part form is for applicants from other institutions. The reviewers evaluate and discuss the applicant's materials for their content and compliance with the aforestated entrance parameters. An additional level of scrutiny is given to those applicants who received their pre-professional degree from other institutions to ensure that the necessary NAAB PC/SC not typically covered in the Fairmont State M. Arch curriculum have been met. Part-two of the Applicant Evaluation Form is used to document the evaluation of PC/SC fulfilled at another institution. If it is determined that there are deficiencies in meeting the criteria, remedial coursework and/or other structured experiences will be required to ensure that all PC/SC have been adequately met before the M. Arch degree is granted. If all of the application materials are found to be satisfactory, the applicant may also be interviewed in person, by phone, or via other electronic media, if deemed necessary. After a successful interview, the applicant will be offered admission noting any potential remedial courses that may be required and/or any waivers or advanced standing that may be granted based on the applicant's pre-professional education and professional experience. If significant remedial work is required, the student will be informed that their individual program of study will require more than the typical three semesters to complete at Fairmont State.

PDFs of the student's completed application, evaluation form, and letter of admission are created by the Office of Admissions and maintained in the university's Banner Student Information System. A hard-copy of the application materials for each successful applicant is also maintained in the Office of the Director of the Graduate Program in Architecture.

See additional responses and links at Condition 6.5

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:
Please refer to the comprehensive statement on the evaluation of pre-professional academic work stated in 4.3.1.

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:
Please refer to the comprehensive statement on the evaluation of pre-professional academic work stated in 4.3.1.

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.

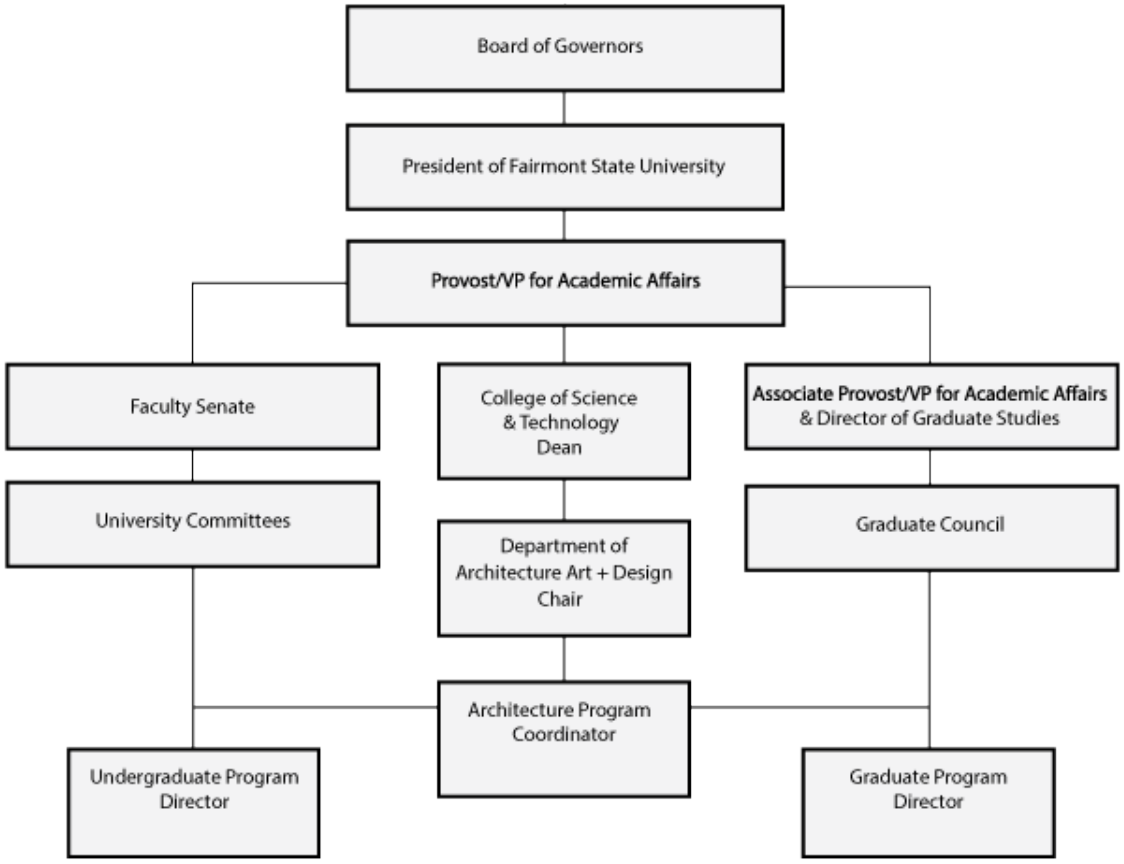
5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

Administrative Structure and Institutional Governance

The Board of Governors, a 12-member body, is responsible for the governance of Fairmont State University and its regional campuses. There is a student representative, a staff representative, a faculty representative, and nine members appointed by the governor. The Board of Governors is responsible for hiring the President. The President is supported by a Cabinet consisting of the Provost, who serves as the chief academic officer, and six Vice Presidents of operations. See *Presidential Direct Reports Structure* below.

Administrative Structure and Institutional Governance Flowchart



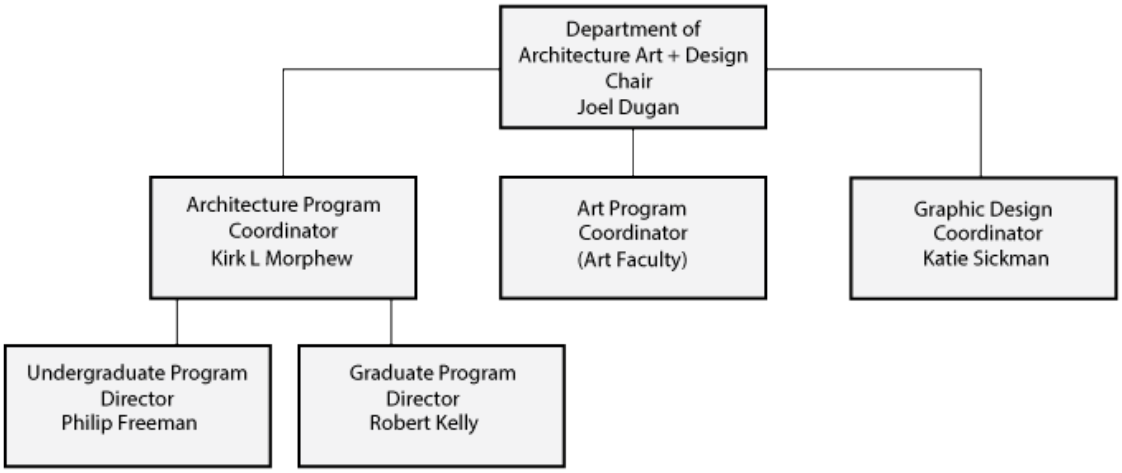
Presidential Direct Reports Structure
https://www.fairmontstate.edu/aboutfsu/sites/default/files/organizational-charts/1%20-%20Presidential%20Direct%20Reports_10.pdf

College of Science and Technology
The head of the College, the Dean, reports directly to the Provost. Department Chairs support the Dean from each of the respective departments: **Architecture, Art + Design**, Computer Science and Math, Engineering Technology, Natural Sciences.

College of Science and Technology Structure
https://www.fairmontstate.edu/aboutfsu/sites/default/files/organizational-charts/2E%20-%20College%20of%20Science%20Technology_5.pdf

Department of Architecture, Art + Design
The Department of Architecture, Art + Design has a Chair that reports directly to the Dean of the College of Science and Technology. The Chair of Architecture, Art + Design serves as administrator to three programs: Architecture, Art and Graphic Design. The Architecture Program has a Program Coordinator that serves as the program administrator, assisted by a Graduate Program Director and an Undergraduate Program Director. The Graduate Program Director bears the primary responsibility for leadership of the graduate program and serves as liaison to the Office of Graduate Studies.

Department of Architecture, Art + Design Structure



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:

Office of Graduate Studies
The Office of Graduate Studies is charged with organizing and administering all graduate programs. The Director of Graduate Studies reports directly to the Provost and oversees graduate education policies.

Graduate Studies Council
The Graduate Studies Council represents the Graduate Faculty regarding graduate programs and scholarship within the university.

Faculty Senate
The FSU Faculty Senate acts as the principal agent of the Faculty of Fairmont State University in policy determination. The Faculty delegates to the Faculty Senate the power to act as its representative body in carrying out the purposes expressed in the Constitution of the Faculty of Fairmont State University.

University Committees
Standing and ad hoc committees are established by the Senate. Faculty members who are elected, appointed, or who serve by choice will serve for a period of two years. Standing committees are the: Academic Appeals Board, Admissions and Credits Committee, Athletics Committee, Curriculum Committee, Faculty Development Committee, Faculty Harassment Complaint Committee, Faculty Personnel Committee, Faculty Welfare Committee, General Studies Committee, Institutional Review Board, Legislative Advocacy Committee, Library Committee, Student Financial Aid Appeals Committee, and Student Hearing Board.

College Committees
Standing college committees are established by the Dean and Chairs of the College. Each committee is represented by faculty from each department. Standing committees are the: Adjunct Faculty Advisory Committee, Assessment Committee, Facilities Committee, Faculty Development/Travel, Grants Committee, Liberal Studies Committee, Recruitment/Retention and Publications, Safety, Governance, Strategic Planning Committee.

Student Organizations
The American Institute of Architecture Students is an independent, nonprofit, student-run organization dedicated to providing unmatched programs, information, and resources on issues critical to architectural education. The mission of the AIAS is to promote excellence in architectural education, training, and practice; foster an appreciation of architecture and related disciplines; enrich communities in a spirit of collaboration, and organize students and combine their efforts to advance the art and science of architecture. AIAS serves as the "student voice" and actively works with the profession and university student government. The AIAS performs community outreach activities and attends national leadership conferences and events.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:
The program demonstrates its planning process for continuous improvement through various means. An artifact that demonstrates the program's multiyear strategic objectives is located in Appendix F and entitled, "The Progress on the Plan for Achieving Initial Accreditation (PAIA) since the 2020 Visiting Team Report." In great detail, the past and present planning process and its progress are delineated in both tables and narrative form to demonstrate a multiyear system of continuous improvement made by the program toward meeting the goals of the PAIA. Although a complete picture of the planning process and progress is available in Appendix F, the table below briefly summarizes the multiyear past and present efforts and

shows that the program is on track or ahead to meet its strategic objectives except for pandemic-related postponements, such as travel.

PAIA TITLE	FALL 2020	SPRING 2021	FALL 2021	SPRING 2022
Candidacy period, submissions + Initial Accreditation submissions			*Submit application for Initial Accreditation* **On Track**	*Submit APR-IA* **On Track**
Plans for Faculty resources needed	*Evaluate need for dedicated staff in relation to enrollment* **On Track**			
Plans for Physical resources needed	*Enrollment Cap at 120 without additional Space and Personnel* **On Track**	*Evaluate Facilities and Equipment in Relation to Enrollment* **Exceeded Goals**		*Evaluate Facilities and Equipment in Relation to Enrollment* **In Progress**
Plans for Financial resources needed	*Develop International Recruiting Plan. Discuss Computer upgrades and Laptop Policy.* **On Track and/or Exceeded Goals**	*Consider Mobile Shop/Trailer for Community Design Projects.* **On Track**	*Continue expansion of recruiting plan* **On Track**	
Plans for Professional resources needed	*Annual Meeting w/ State Board of Architects. AIA WV Meeting at FSU w/ Students.* **Virtual due to Pandemic**	*Annual PAC Meeting* **On Track**		*Annual PAC Meeting* **In Progress**
Plans for Assessment	*Opening Roundtable + End Walk-through. Assessment into Taskstream. Biennial Curriculum Assessment.* **On Track**	*Opening Roundtable + End Walk-through. Review course content assessessment methods + program review mechanisms annually.* **On Track**	*Opening Rountable & End Walk-through + Assessment into Taskstream* **On Track**	*Opening Roundtable + End Walk-through. Review course content assessessment methods + program review mechanisms annually.* **In Progress**
Plans for Special Events	*7th Annual Mayfield Lecture. AIAWV reviews student work for scholarships* **Rescheduled due to Pandemic or On Track**	*Implement Spring Lecture Program. Student Travel Program* **Postponed or Canceled due to Pandemic**	*8th Annual Mayfield Lecture. AIAWV reviews student work for scholarships* **On Track**	*Spring Lecture. Student Travel Program* **In Progress**

While Appendix F demonstrates past and present planning and progress, Appendix B outlines future planning for steps taken after initial accreditation is received. The planning process and progress shown in both Appendix F and Appendix B together demonstrate the program's multiyear continuous improvement planning process. For the entire Plan Matrix: Fall 2013 – Spring 2025 see: https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB_Candidacy_Plan_Matrix_2022-02-21.pdf

The program aligns in many ways with Fairmont State University's strategic plan, entitled "Our Quest for Distinction: Strategic Plan 2018-2028," available at https://www.fairmontstate.edu/files/2018-2028_Strategic_Plan_Components_09292021.pdf. The Strategic Plan 2018-2028 Realignment, addresses retention, growth, and stabilization, most of which are geared toward undergraduate education. The University's Strategic Plan affects our undergraduate and graduate multiyear strategic objectives currently, and will impact them further in the future. After reaching the critical milestone of initial accreditation, the program will further focus on the broader goals of the institution - see Appendix B. The following few examples show how the program is meeting institutional goals even though they are not formally in our program strategic plans/objectives:

Fairmont State University Strategic Plan Student Success: Retention - Goal 5: Increase ability of scholarship funds to support recipients throughout four years.

- 100% of our graduate students were awarded funding for this academic cycle.

Fairmont State University Strategic Plan Enrollment Management: Growth - Goal 2: Systematically identify and attract out-of-state and international students.

- See recruiting efforts 5.5.3, 5.7 and Appendix F.

Fairmont State University Strategic Plan Enrollment Management: Growth - Goal 6: Improve accessibility.

- Our undergraduate and graduate tuition for architecture is one of the lowest in the United States.

Fairmont State University Strategic Plan Resource Diversification: Stabilization - Goal 4: Increase alumni engagement and philanthropy.

- The program is beginning to see the fruits of the growing network of alumni in the profession. Gifts to the program through the Fairmont State Foundation are trending upward. Two local architectural firms recently provided program support through the Foundation. One firm delivered two $500 scholarships, and another pledged $31,500 to be received over five years to use at the programs' discretion. An additional $2700.00 was raised during the 2021 Falcon Day of Giving.

As evidenced in Appendix B, increased alignment between Program and University Strategic goals is anticipated to increase, benefitting both the Program and institution.

- Annual Alumni Lecture,
- Graduating Student Self-Assessment Survey
- Increase first + second year retention rates
- Identify and attract out-of-state and international students.
- Increase alumni engagement and philanthropy.

A University-wide initiative requires programs to document continuous improvement in Taskstream by Watermark, an online system that allows users to record assessment efforts, analyze data, and make informed programmatic decisions. For example, the following categories are part of the 2020-2021 academic year reporting cycle in Taskstream by Watermark:

2020-2021 Implementation

- · 2020-2021 Overall Program Assessment Strategy
- · Assessment Methods/Metrics
- · Data Collection/Analysis
- · 2021-2022 Action Plan
- · Additional Documentation (optional)

- · Faculty Vitae (optional)
- · Other Marks of Excellence (optional)

Assessment methods are selected to measure student learning outcomes, which are aligned with program goals. Acceptable and ideal targets are determined, measurement frequency is noted, and key/responsible personnel are indicated as part of the assessment process. Data are collected and analyzed to determine whether learning outcomes are moving away from, meeting, or exceeding acceptable or ideal targets. The findings are presented, and actions to take are noted in response to the findings. The yearly assessment cycles are not only available to the program for continuous improvement purposes, but they are also available to Institutional Effectiveness and Strategic Operations for institutional assessment purposes. An assessment of learning outcomes at the course level has been in place for over a decade and is an ever-improving mechanism for the campus community.

In addition to yearly assessment cycle data, findings, analysis, and actions, other programmatic information, such as mission statements, curriculum maps, and student learning outcomes, are housed in Taskstream by Watermark. (Curriculum maps are presented in 5.3.1.)

The student learning outcomes/objectives of the architecture program, shown below, are identified in Taskstream by Watermark and have been crafted by architecture faculty based on professional competencies and NAAB conditions:

1. Be able to make design decisions within architectural projects that demonstrate design thinking and integrative solutions. (PC.2, PC.7, PC.8, SC.5, SC.6)
2. Understand the dynamic relationship between built and natural environments, building performance and adaptation, and fundamental sustainable design principles. (PC.2, PC.3, PC.5, SC.4, SC.6).
3. Understand the fundamental processes of practice and the role of the practitioner in designing within the regulatory requirements for health, safety, welfare, and accessibility to the built environment. (PC.1, PC.6, PC.8, SC.1, SC.2, SC.3, SC.5)
4. Apply fundamental precedents, historical contexts, systems, technologies, and assemblies of whole building design as products of an integrative design process. (PC.2, PC.4, PC.5, SC.4, SC.5, SC.6).

(Note: PC = Program Criteria and SC = Student Criteria)

In Taskstream by Watermark, each program student learning outcomes/objective is mapped to student learning outcomes/objectives at the course level. A standard curriculum map and detailed curriculum map help demonstrate the connections in Taskstream by Watermark.

The Architecture Program's self-assessment uses several internal and external sources and methods to inform the development of long-range curricular planning and student learning outcomes/objectives.

- The Architecture core faculty meet regularly, sometimes weekly, to discuss action items at the program level.
- The University previously facilitated a required peer review process for assessment efforts in Taskstream at the program level annually, where the program assessment process was reviewed by faculty external to the program discipline. In recent years, the Institutional Effectiveness and Strategic Operations staff have worked with programs to help facilitate yearly assessment cycles and provide data for retention, graduation, and

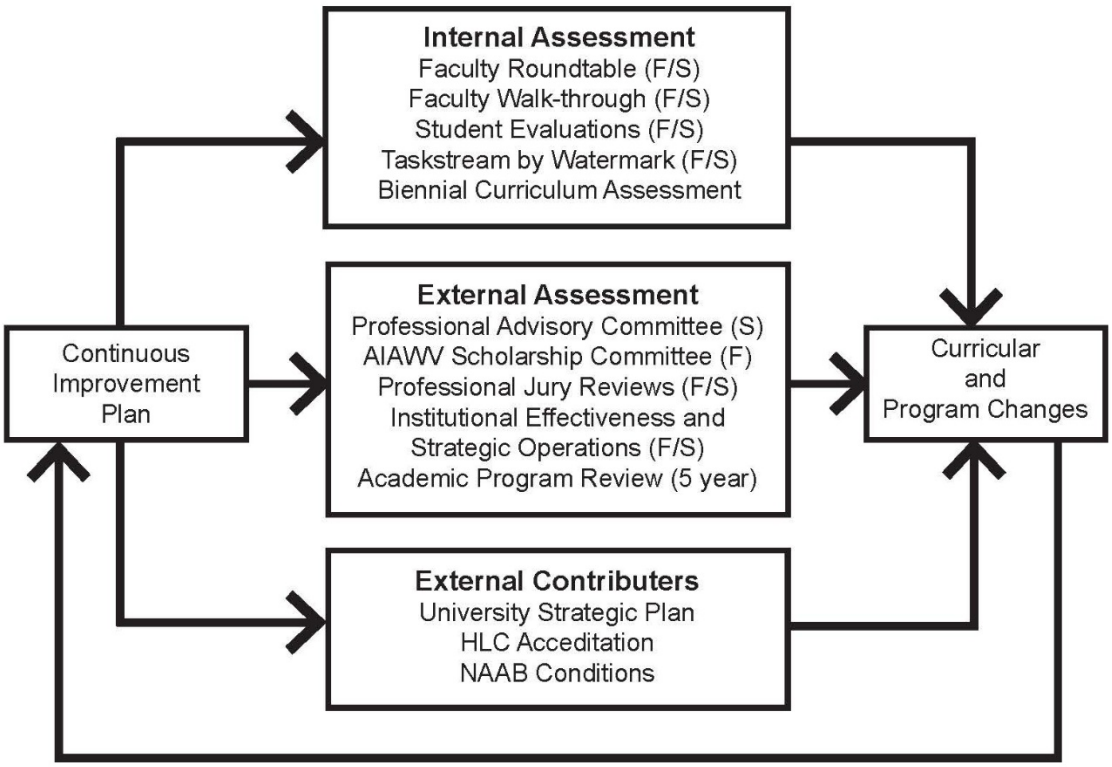
related. Additionally, a 5-year academic program review is conducted as part of institutional accreditation efforts to evaluate program effectiveness. The most recent academic program review was submitted in fall of 2021 and a review of it is forthcoming and not available at the time of this writing. The review is to be peer reviewed by a faculty member external to the discipline. It is also reviewed by others who are responsible for recommendations. Those who are responsible for signing off include the person preparing the report, the Dean, Provost and Vice President of Academic Affairs, University President, and Chair of the Board of Governors.

- The architecture program's Professional Advisory Committee (PAC) has a crucial role in the external review of the program. This professional public group comprises members representing the WV Board of Architects, the American Institute of Architects, the profession at large, emerging professionals, and alumni. The committee meets annually and participates in a half-day discussion to advise and develop strategies for the program's curricular and extracurricular direction. Committee recommendations are considered and implemented into the pedagogy as necessary.
- Throughout each academic term, members of the profession, the AIAWV Scholarship Committee, and community members participate in various design juries at undergraduate and graduate levels. Participants provide tangible feedback through evaluation forms and rubrics. Feedback is reviewed and used to inform course pedagogy.
- A "beginning of the semester" faculty roundtable is conducted to establish goals and expectations for each course. An "end of the semester" faculty walk-through is subsequently conducted to revisit course level outcomes and teaching effectiveness. Full-time and adjunct faculty of the Architecture Program participate in the roundtable and walk-through discussions, focusing on progress toward the program outcomes, the NAAB Program Criteria, and NAAB Student Criteria.
- Students evaluate each course instructor each semester. The university conducts these evaluations. Since 2019, the Evaluation Kit by Watermark Insights has been used. Students answer specific questions about each course in a survey format and are provided with an opportunity to write comments. Completed evaluations are reviewed by the Chair and discussed with faculty to address areas of strengths and those that need improvement.

In summary, long-term continuous improvement program planning supports program change, growth, and improvement over time. Institutional and Program planning are interrelated in that their strategic plans align and are expected to increase in alignment following initial accreditation. The University mandates continuous improvement planning and supports it by providing Taskstream by Watermark as its assessment system. It also provides support through its Institutional Effectiveness and Strategic Operations efforts. The continuous improvement planning process is intentional, and its actions are data-driven through internal and external review input.

The following diagram demonstrates some of the internal and external input that helps contribute to the continuous improvement plan.

5.2.1 Curricular Assessment and Development Diagram



F = Fall Semester
S = Spring Semester

5.2.2 Key performance indicators used by the unit and the institution

Program Response:
The unit's key performance indicators are noted under Assessment Methods/Metrics in Taskstream by Watermark. Outcomes are informed by NAAB conditions (shown as measures in Taskstream by Watermark), and the Key Performance Indicators are shown as assessment methods. As an example, the following Key Performance Indicators from the 2020-21 assessment cycle are shown below:

Outcome: Program Outcome 1: NAAB Shared Value – Design
Be able to make design decisions within architectural projects that demonstrate design thinking and integrative solutions.

Measure: NAAB SC.5 Design Synthesis; SC.1 Health, Safety and Welfare
Program level Direct - Student Artifact

Key Performance Indicators: Architecture project presentations in the following courses: ARCH 5500, 5510, 5550, 6650

Outcome: Program Outcome 2: NAAB Shared Value - Environmental Stewardship
Understand the dynamic relationship between built and natural environments; building performance and adaptation

Measure: NAAB SC.6 Building Integration; SC.3 Regulatory Context
Program level Direct - Student Artifact

Key Performance Indicators: LEED Accredited Professional Exam in ARCH 5560 Architectural Presentations in: ARCH 5550 and ARCH 6650

Outcome: Program Outcome 3: NAAB Shared Value - Professional Responsibility
Understand the fundamental processes of practice and the apply the regulatory requirements for health, safety, welfare and accessibility to the built environment

Measure: NAAB SC.1 Health Safety and Welfare; SC.2 Professional Practice
Program level Direct - Student Artifact

Key Performance Indicators: Architecture project presentations in the following courses: ARCH 5510, ARCH 5540

Outcome: Program Outcome 4: NAAB Shared Value - Knowledge and Innovation
Apply fundamental precedents, historical, systems, technologies and assemblies of building construction as products of an integrative design process.

Measure: NAAB SC.3 Regulatory Context; SC.4 Technical Knowledge
Program level Direct - Student Artifact

Key Performance Indicators: Architecture project presentations in the following courses: ARCH 5500, ARCH 5550, ARCH 6650

Acceptable and ideal targets are set for Key Performance Indicators. Based on data collected, Key Performance Indicators are noted as either moving away from targets, meeting targets, or exceeding targets. Based on the findings, actions are indicated to inform continuous improvement.

The institution's Performance Indicators are indicated on the Strategic Plan 2018-2028 Realignment, available at https://www.fairmontstate.edu/files/2018-2028_Strategic_Plan_Components_09292021.pdf. Performance Indicators are mapped to their goal numbers for categories, sources, definitions, baselines, and 2028 goals. As previously noted, the Strategic Plan 2018-2028 Realignment addresses retention, growth, and stabilization, most of which are geared toward undergraduate education. Please see 5.2.1 for examples of alignment between the institution's strategic plan and the Program's strategic objectives.

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

Program Response:
As noted in 5.2.1, an artifact that demonstrates the progress of the program's multiyear strategic objectives is located in Appendix F and entitled, "The Progress on the Plan for Achieving Initial Accreditation (PAIA) since the 2020 Visiting Team Report." Please see Appendix F for a detailed description of how the program is on track or ahead of meeting its strategic objectives, except for pandemic-related postponements, such as travel. The table 5.2.1 Curricular Assessment and Development Diagram, provides a succinct view of this progress.

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

Program Response:
We believe we have a model and a process responsive to change that will continue to move the program toward excellence and identity. We have been challenged with changes in administrative structure, program logistics, budget, and a pandemic, yet we have emerged with a more robust, capable, and resilient program.
Some of the ways we have responded to change include the following:

- We were able to establish departmental synergies. For example, the department shares a woodshop space, and an art faculty member trains sophomore architecture students on the use of the equipment. In addition to the woodshop, Mac and PC labs will become shared facilities in Fall 2022 within the department.
- Department resources help with recruiting efforts and faculty support.
- As mentioned in other parts of the document, we recently took possession (Summer 2021) of an additional 5000 square feet on the second floor of the Engineering Technology Building. The expansion allowed us to bring our M.Arch Program and B.Arch Program together. We believe this will better facilitate peer-to-peer learning and strengthen the identity of the architecture program. The expansion also allowed architecture faculty offices to consolidate into an office suite with conference and staff space adjacent to other studio and support spaces.
- Our fee structure has increased per undergraduate student per semester and remained the same for graduate students.
- Despite the pandemic, we have maintained a high quality of instruction using technology provided by the University and department. For example, departmental funds allowed us to purchase equipment for live streaming lectures to students unable to attend face-to-face. In addition, the department has supported virtual recruitment efforts.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:
Learning outcomes at the program and course level are informed by trends and changes in the profession and are adjusted in consultation with the Professional Advisory Committee (PAC). The Architecture Program's PAC has a crucial role in the external review of the program. The group comprises members representing the WV Board of Architects, the AIA, the profession at large, emerging professionals, alumni, and a student representative of the AIAS. The committee meets annually and (usually) participates in a half-day discussion to advise and develop strategies for the program's curricular and extracurricular direction. Committee recommendations are considered and implemented in the pedagogy annually.
An example of the range of individuals who comprise PAC include the following in attendance at the April 2021 meeting:

Bill Yoke, AIA-Emeritus, NCARB
Craig Baker, Architecture Division Manager at The Thrasher Group
Greg Martin, AIA, NCARB Williamson Shriver Architects
Stacey Bowers, AIA, NCARB, Assistant Professor, West Virginia University

Ashley Lyons, Architect, CESO, Inc
Jason Miller, AIA Principal, Omni Associates Architects
Scarlett Liberto, AIAS President, Fairmont State University

See 5.2.1 above for more details on ongoing outside input.

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:
As noted in 5.2.1, yearly assessment data are collected and analyzed in Taskstream by Watermark to determine effectiveness and appropriate actions based on findings. Even when acceptable and ideal targets are met or exceeded, actions are still considered to improve effectiveness or update existing practice, such as updating code information in course instruction.

In addition to the self-assessment implemented in Taskstream by Watermark, modifications are made based on the recommendations of the PAC. A recent example of this includes software trends in the profession being mirrored in the studio.

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:
A graphic of the curricular assessment model and the frequency of its parts is in section 5.2.1: Curricular Assessment and Development Diagram.

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

Program Response:
Curriculum and Assessment
The program emphasizes the need to integrate theory, culture, history, sustainability, and practice within the unique dynamics of the Appalachian region as a place of boomtowns, rust belts, and wilderness, not so different than much of the country, yet ironically unique. The program emphases are realized across the curriculum. Students often work in teams in design studios, and projects are oriented toward design questions that consider re-envisioning communities and the nature of place. A sustainable approach toward building is embedded in the studios and complementary courses at both the undergraduate and graduate levels. The Community Design Assistance Center (CDAC) collaborates with local and regional community stakeholders and provides the necessary leadership to assist with design opportunities that would otherwise go unpursued.

The relationship between course assessment and curricular development is delineated in the Taskstream by Watermark program space. Outcomes are connected to appropriate NAAB program and student criteria and measured by Key Performance Indicators. See 5.2.2 for an example of these connections for the 2020-2021 assessment cycle.

The curricular planning process allows the courses, teaching strategies, and measures to work together to address student learning outcomes and NAAB program criteria and student criteria. This is demonstrated in the curriculum maps included in Taskstream by Watermark that is reproduced below (Note how this curriculum map shows an alignment between outcomes, courses, and NAAB criteria.)

NAAB 2020 Conditions Curriculum Map

Courses and Activities Mapped to 2020 NAAB Conditions Architecture Program Learning Outcome Criteria

	M.Arch Program Outcomes			
	Program Outcome 1: NAAB Shared Value - Design Be able to make design decisions within architectural projects that demonstrate design thinking and integrative solution.	Program Outcome 2: NAAB Shared Value - Environmental Stewardship Understand the dynamic relationship between built and natural environments; building performance and adaptation	Program Outcome 3: NAAB Shared Value - Professional Responsibility Understand the fundamental processes of practice and the apply the regulatory requirements for health, safety, welfare and accessibility to the built environment	Program Outcome 4: NAAB Shared Value - Knowledge and Innovation Apply fundamental precedents, historical, systems, technologies and assemblies of building construction as products of an integrative design process.
Courses and Learning Activities				
ARCH 5500 SC.5, SC.6	✔			✔
ARCH 5510 SC.1, SC.2, SC.3			✔	✔
ARCH 5540 SC.2			✔	
ARCH 5550 SC.1, SC.3, SC. 4, SC.5, SC.6	✔	✔		✔
ARCH 5560 SC.1, SC.6		✔		
ARCH 6610 SC.4, SC.3	✔			
ARCH 6650 SC.5,	✔	✔		✔

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A more detailed curriculum map was also developed in Taskstream by Watermark that shows which courses' outcomes are introduced, reinforced, mastered (or any combination of these) and is shown below:

NAAB 2020 Conditions Curriculum Map-Detailed

Courses and Activities Mapped to 2020 NAAB Conditions Architecture Program Learning Outcome Criteria

	M.Arch Program Outcomes			
	Program Outcome 1: NAAB Shared Value - Design Be able to make design decisions within architectural projects that demonstrate design thinking and integrative solution.	Program Outcome 2: NAAB Shared Value - Environmental Stewardship Understand the dynamic relationship between built and natural environments; building performance and adaptation	Program Outcome 3: NAAB Shared Value - Professional Responsibility Understand the fundamental processes of practice and the apply the regulatory requirements for health, safety, welfare and accessibility to the built environment	Program Outcome 4: NAAB Shared Value - Knowledge and Innovation Apply fundamental precedents, historical, systems, technologies and assemblies of building construction as products of an integrative design process.
Courses and Learning Activities				
ARCH 5500 DESIGN STUDIO-COMMUNITY	R			R
ARCH 5510 DESIGN SEMINAR - SMALL CITY	R		R	
ARCH 5540 PROFESSIONAL PRACTICE			M	
ARCH 5550 COMPREHENSIVE DESIGN	M	R		M
ARCH 5560 DESIGN SEMINAR - SUSTAINABILITY			M	
6610 ADV. STUDY PROPOSAL	M			
6650 ADV. DESIGN STUDIO	M	M		M

Legend : I Introduced; R Reinforced; M Mastered; IRM Intro, Reinforced, Mastered; RM Reinforce and Mastered; IR Introduced and Reinforced

Long-range planning for curriculum involves a multilevel approach. At the course level, outcomes and content undergo an annual review for trends and currency with the advice of the Professional Advisory Committee (PAC) and alignment with the NAAB Conditions. Core faculty and adjunct faculty are heavily involved with course-level revisions. Program level review occurs biennially and includes input from multiple stakeholders. The course and program development and revision process is described in more detail below.

At the course level, revisions are made as needed, with the need determined by revisions implemented by core and adjunct faculty in consultation with PAC and informed by the NAAB Conditions. Many Key Performance Indicators are derived from courses. These courses are regularly examined during the self-assessment process using Taskstream by Watermark (see 5.2). Each course is revisited each year for currency and compliance with the various informational sources. Course assessment methods (e.g., quizzes, tests, inquiries, projects) are reviewed and adjusted to better focus on the understanding and abilities needed to transition through education and into the profession and be consistent with trends and currency. Throughout each academic term, members of the profession, the AIAWV Scholarship Committee, and community members participate in various design juries at undergraduate and graduate levels. Participants provide tangible feedback through evaluation forms and rubrics, and feedback is reviewed and used to inform course pedagogy.

Program level review mechanisms include walk-throughs of displayed student work, roundtable discussions, inter-departmental meetings, 5-year academic program reviews, and review of any curriculum proposals that may arise. The program-level curriculum is reexamined biennially for effectiveness and modified as needed. Program level curricular input comes from various stakeholders, including Core Faculty, Adjunct Faculty, the PAC, the University-wide community (*e.g.*, those involved with reviewing the 5-year academic program review such as the Dean, Provost and Vice President of Academic Affairs, University

President, Chair of the Board of Governors, and peer reviewers), University Council, the VP for Finance, the Graduate Council, the Director of Graduate Studies, Department Chair, Curriculum Committee, Program Directors, Program Coordinator, Community Members, Alumni and Students. See Table 5.3.2 Curricular Assessment Process – Role and Responsibility

As noted, program-level review occurs biennially to determine the need for adding to, or deleting courses from, the curriculum to better align with the direction of the profession's trends. As shown in 5.2, assessment data, analysis, findings, and actions are documented in Taskstream by Watermark and help inform course and program level curricular changes. Every five years, the program curriculum is reviewed against the program's mission and effectiveness. As needed, the curricular changes are considered, such as outcomes, measures, or mission.
Learning outcomes at the program and course level are informed by trends and changes in the profession and are adjusted in consultation with our PAC. Outcomes and objectives are evaluated against the National Council of Architectural Registration Boards' educational recommendations and are responsive to NAAB Conditions.

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:
Given the small size of the core faculty (four), all are involved in setting curricular agendas and initiatives and serve in various capacities, such as Program Coordinator. As noted in 5.3.1, various stakeholders are involved in the curriculum assessment and development process with opportunities for shared governance of curricula and other decisions. An example of shared governance is the students' input in developing the Studio Culture Policy, which governs expectations for students, faculty and their relationship in the studio. Another example is core faculty, adjunct faculty, students, and staff (*e.g.*, Vice President of Finance and University Counsel) input regarding architecture travel decisions. The table below identifies the parties in the curricular assessment process, and the roles and responsibilities of each:

NAAB

5.3.2 Curricular Assessment Process – Role and Responsibility

Role	Responsibility
Core Faculty	Course assessment, Program Assessment, Curriculum Development, Shared Governance
Adjunct Faculty	Course assessment, Program Assessment
Professional Advisory Committee (PAC)	Course assessment, Program Assessment, Curriculum Development
Student Representative (on PAC)	Course assessment, Program Assessment, Curriculum Development
Alumni (via PAC)	Course assessment, Program Assessment, Curriculum Development
Dean	Approval of curriculum revisions, Review and approval of 5-year academic program review, Shared governance of curricular and administrative decisions
Provost and Vice President of Academic Affairs	Approval of curriculum revisions, Review and approval of 5-year academic program review, Shared governance of curricular and administrative decisions
University President	Approval of curriculum revisions, Review and approval of 5-year academic program review, Shared governance of curricular and administrative decisions
Chair of the Board of Governors	Approval of curriculum revisions, Review and approval of 5-year academic program review, Shared governance of curricular and administrative decisions
Peer Reviewers (Fairmont State)	Review and approval of 5-year academic program review
Curriculum Committee	Review and approval of curriculum revisions
Graduate Studies Council	Oversees the policies governing graduate education, monitors the quality of graduate programs, and sets goals for enhancing graduate education at Fairmont State University.
VP for Research and Graduate Studies	Oversees Graduate Studies Council and reports directly to the President of FSU.
VP of Finance	Input regarding architecture travel decisions.

Role	Responsibility
University Counsel	Input regarding architecture travel decisions.
Department Chair	Evaluation of faculty instruction, Approval of curriculum revisions, Shared governance of curricular and administrative decisions.
Graduate Program Director	Lead graduate program planning and curriculum development, Coordinate program review and assessment, Course assessment, Shared Governance
Undergraduate Program Director	Lead undergraduate program planning and curriculum development, Coordinate program review and assessment, Course assessment, Shared Governance
Program Coordinator	Coordinate assessments and curriculum development, Shared governance, Provide 5-year academic program review
AIAWV Scholarship Committee	Evaluate student work
Community Members (design juries)	Evaluate student work
Students (via evaluations) (input on travel) (via AIAS)	Evaluation of faculty instruction, Input regarding architecture travel decisions, Studio culture policy, Shared Governance

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:
In the Fall 2018 semester, the architecture program made a strategic hire and currently has four full-time and six part-time faculty. All full-time faculty are registered architects. As a product of the scale of the program and the university, the program shares: a procurement assistant, an academic lab manager, and IT and computer support specialists. The program has one graduate assistant and funds one undergraduate assistant. Full-time faculty teach a minimum of 12 credits per semester, maintain one office hour per day, serve as student advisors, and most have administrative duties. The program administrator receives a reduction of one course during candidacy and accreditation maintenance and two-course releases each semester during the visit year. Part-time faculty teach 3-6 credits per semester and participate in program assessment activities.

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:
Mr. Joshua Lyons, AIA, NCARB, LEED AP O+M, has been the program's Architect Licensing Advisor since 2017. Mr. Lyons provided two formal workshops annually to introduce the profession and familiarize students with the AXP. The Architect Licensing Advisor is also available to students to address questions regarding their participation in the AXP and their profession in general. All students are encouraged to work with the Architect Licensing Advisor and seek his/her own professional experience.

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

Program Response:
Maintaining professional currency is critical to understanding and conveying knowledge trends and the changing demands of architectural education and practice, and it is essential in preparing students for the transition to internship and professional practice. Fairmont State's policies on promotion, tenure and annual merit review imply the expectation for scholarship and/or professional activity and recognition. Professional and scholarly activities include those involving professional expertise in helping solve practical problems in either the public or private sectors, activities that support professional organizations, and professionally related service activities tied to the academic discipline and are consistent with the mission of the architecture program.

Architecture faculty regularly attend conferences and professional meetings. The College of Science and Technology has dedicated travel funds available to support travel to professional conferences, meetings, and other activities that improve the faculty's knowledge base and professional currency. The architecture program supports the total cost of one professional development activity annually per faculty, such as a conference or travel that supports continuing architectural education.

Recently, faculty have been supported to attend the ACSA Administrators Conference, the AIA Conference on Architecture, the Southeast Society of Architectural Historians Annual Conference, and AIAWV chapter meetings. The program covers the cost of professional membership in the AIA for the program coordinator and the graduate program director. Formal affiliation via membership has led to greater engagement between AIAWV and the program.

Full-time and part-time faculty complete 12-18 learning units of continuing education annually to improve their knowledge of the building process and maintain leadership roles in the health, safety, and welfare of the public.

Sabbatical and Academic Release
Anyone holding faculty rank is eligible for sabbatical leave after completing at least six years of full-time employment at FSU. Sabbatical leave and academic release may be granted for research, writing, study, or other activity designed to improve teaching and usefulness to the university.
See FSU Faculty Handbook 2016-2017: pp. 45 for Sabbatical.
http://www.fairmontstate.edu/files/institutionalforms/formrepo/16-17%20Faculty%20Handbook.pdf

Faculty Appointment, Promotion, and Tenure
See FSU Faculty Handbook, 2016-2017: pp. 9-20 for Promotion in Rank, Faculty Appointment, and Tenure; Appendix A pp. 71 for Additional Certification Approvals
http://www.fairmontstate.edu/files/institutionalforms/formrepo/16-17%20Faculty%20Handbook.pdf

Faculty Resumes
Full-time and part-time faculty resumes:
https://www.fairmontstate.edu/collegeofscitech/academics/architecture-faculty-resumes

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:
The architecture faculty provides academic advising directly to architecture students and prepares them for the transition to the profession. They offer guidance to the students relative to their course selections and the program's requirements. They assist students with locating campus resources and help them navigate the myriad challenges and opportunities that confront students in pursuing a degree in architecture. Since Spring Semester 2022, Kellie Cole serves as the Freshman advisor, Philip Freeman and Kirk Morphew advise Sophomores, Juniors, and Seniors, and Robert Kelly advises Graduate Students. As the faculty have ties to the profession and the community, the faculty are also customarily involved in career guidance, internships, and job placement.

FSU provides tutoring services through the Writing Center to assist students in improving their writing abilities and critical thinking skills. The College of Science and Technology provides math tutoring through a peer mentor approach that works with students on a personal basis. Course-specific tutoring opportunities are also supported by the college for a variety of courses. For example, MECH 1100 Statics tutoring for architecture students has been supported by the college. The college also tracks the academic performance of each student at quarter-term and mid-term of the semester. Any students with less than 'C' in any class are contacted by the Dean, faculty, and academic advisors to obtain support. Students registered with documented academic accommodations through Disabilities Services can receive additional services as needed.
Students with documented disabilities must register with the Office of Disability Services to receive the accommodations to which they are entitled.

Fairmont State's Turley Student Services Center houses and coordinates various vital departments serving our students. They include Student Services, Financial Aid, Admissions, Recruiting, International Student Services, Academic Advising Center, Office of Student Success, Honors Program and Lab, Office of Vice President of Student Services, Disability Services, Office of the University Registrar, Encova Career Development Center.
https://www.fairmontstate.edu/studentservices/

Counseling Services, located on the 3rd Floor of the Falcon Center, provides assessment, supportive and psycho-educational counseling, brief psychotherapy, workshops, consultation, and referrals appropriate to Fairmont State students.

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:
Fairmont State University is an Equal Opportunity-Affirmative Action Institution. In compliance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act, the West Virginia Human Rights Act, Title IX (Educational Amendments of 1972), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, all as amended, and the other applicable laws and regulations, the institution provides equal opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit without regard to race, color, gender, national origin, age, height, weight, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity, and gender expression/association as identified and defined by law in employment, admissions, and educational programs and activities.

Fairmont State University neither affiliates knowingly with nor grants recognition to an individual, group or organization having policies that discriminate on the basis of race, color, gender, national origin, age, height, weight, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity, and gender expression/association as identified and defined by law in employment, admissions, educational programs, and activities.

Fairmont State University's Policy on Equal Opportunity and Affirmative Action
https://www.fairmontstate.edu/about/equal_op.asp

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 committed to increasing faculty diversity in experience, education, professional practice, gender, and ethnicity. Currently, 25% of our full-time faculty and 33% of our part-time faculty identify as female. Our faculty's gender and ethnicity correspond with our current student population and the regional demographics. We hope to attract and retain a more diversified faculty in future hires.

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

Program Response:
We are in the process of changing our Classification of Instruction Programs (CIP) Code to a STEM classification. This allows international students to remain in the US for up to three years after graduation in an internship. Most international students ask about this. Many architecture programs across the country are switching codes without changing their curriculum to accommodate this.

We have received several inquiries about our Master of Architecture program from international students including ones from India, Bangladesh, Bahrain, Iran, Japan, Italy, and

Ukraine. Students from Bangladesh, Bulgaria, and Mexico have graduated from our program so far. We have hosted visiting students from Italy and Japan in the program as well.

International Recruiting Effort – Fairmont State University has articulated partnerships with universities abroad as follows:

- University of Calabria (UNICAL) in Italy
- Woosong University (WSU) in Korea
- The American Campus in Mauritius, Africa
- Aichi Bunkyo University (ABU) in Japan
- Tokyo Denki University (TDU) in Japan
- TENRI University in Japan *pending
- University of Pecs in Hungary *pending
- University of Gyor in Hungary *pending
- University of Szeged in Hungary *pending
- Dongseo University (DSU) in Korea *pending
- Paraguay CPK *in negotiation

Those listed as pending need to be finalized. Either the pandemic and/or our recent separation from Pierpont Community and Technical College have redirected some efforts. Recent students who have studied in the graduate program have been from University of Calabria and Tokyo Denki University

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:
Fairmont State University's Policy on Equal Opportunity and Affirmative Action
https://www.fairmontstate.edu/about/equal_op.asp

Fairmont State University's Equal Opportunity and Affirmative Action Plan - Human Resources
https://www.fairmontstate.edu/files/institutionalforms/formrepo/FSU%20search%20guide_revised%2001%202019.pdf

Fairmont State University Board of Governors' policy regarding **discrimination**, harassment, sexual harassment, sexual misconduct, domestic misconduct, stalking, retaliation and relationships.
https://www.fairmontstate.edu/aboutfsu/sites/default/files/bog-policies/Policy%20GA-01.pdf

Fairmont State University Board of Governors' policy regarding **social justice** (currently under revision)
https://www.fairmontstate.edu/aboutfsu/sites/default/files/bog-policies/fsu_policy_08.pdf

Improvement of diversity in all aspects of higher education has been mandated by the West Virginia Higher Education Policy Commission. As part of this directive all institutions are to adhere to the Chancellor's Diversity Initiative (CDI).
https://www.wvhepc.edu/wp-content/uploads/2013/12/chancellor_diversity_initiative.pdf

West Virginia's Higher Education Policy Commission and Community and Technical College System have awarded **$85,000 in grants to support strengthened diversity efforts** at higher education institutions across the state. The Diversity for Equity Grants are designed to support campus-led initiatives that make higher education more accessible to people of all ages, races, genders, and backgrounds.
https://www.wvhepc.edu/news/higher-education-systems-award-85000-in-grants-to-strengthen-diversity-initiatives-on-college-campuses-in-west-virginia/

Fairmont State University offers the **Hunt-Arnold Diversity Scholarship**. It is open to incoming freshmen and is offered to those students who have the potential to share with the campus community their varied cultural perspectives and diverse backgrounds that are traditionally underrepresented in higher education. It is named in honor of Carl Hunt and Eugene Arnold, former Fairmont State faculty members who fostered an inclusive and diverse environment at Fairmont State for many years.
https://www.fairmontstate.edu/finaid/funding/hunt-arnold-diversity-scholarship

Multicultural Affairs is part of an integral team composed of all components of Fairmont State University. The office was established to develop and implement programs and services for the purpose of enhancing and enriching the quality of life for faculty, staff and students. Emphasis is given to supporting and maintaining an environment, which encourages minority students to fulfill their educational objectives and potentials.
Multicultural Affairs Office https://www.fairmontstate.edu/studentservices/multicultural-affairs

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:
The Architecture Studios in the Engineering Technology Building are available to students 24/7 and are fully accessible following ADA guidelines.

Students with documented disabilities may register with the Office of Disability Services to receive accommodations.

The Musick Library has invested in excellent 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 (Unified College Account).

Fairmont State provides tutoring services through the Writing Center to assist students in improving their writing abilities and critical thinking skills. The College of Science and Technology provides math tutoring through a peer mentor approach that works with students personally. The college also supports course-specific tutoring opportunities for a variety of courses. Additionally, the college tracks each student's academic performance during the quarter-term and mid-term of the semester. Any students with less than a 'C' in any class are contacted by the Dean, faculty, and academic advisors to obtain support. Students registered with documented academic accommodations through Disabilities Services can receive additional services as needed.
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5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:
The program recently took possession (Summer 2021) of an additional 5000 square feet on the second floor of the Engineering Technology Building. The expansion allowed us to bring our M.Arch Program and B.Arch Program together on the same floor of the same building. We believe this will better facilitate peer-to-peer learning and strengthen the identity of the architecture program. The expansion also allowed architecture faculty offices to consolidate into an office suite with conference and staff space adjacent to other studio and support spaces. *(See Appendix E for graphic plans of facilities)*

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:
Shared Spaces
The architecture program shares several spaces owned by the College of Science and Technology in the Engineering Technology (ET) building and Wallman Hall. *(See Appendix E for graphic plans of facilities)* Spaces on the first floor in the ET building that support or contribute to architectural learning are a digital teaching lab with 30 workstations, a metalworking shop, a foundry, and a woodworking shop. On the fourth floor of the ET Building, we share a large auditorium and a gallery space. On the fourth floor of Wallman Hall, we share a woodworking shop with our department.

The wood and metal shops are adequately equipped but need improved access for students and faculty projects. We monitor their usage, and access will be adjusted as needed.

Galleries
The architecture program is the exclusive user of the informal Linear Gallery adjacent to the undergraduate and graduate studios on the second floor of ET. The Glass Gallery, located on the fourth floor of the ET building, is used by the entire college for special exhibitions. These galleries exhibit student, faculty, and external work. Additional exhibit spaces in Wallman Hall (directly adjacent to ET) are available if required.

Library
Library resources and the Tech Commons are in the Musick Library. (Approx. 38,500 sf) Architecture-specific holdings are detailed in 5.8 Information Resources.

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:
Architecture faculty offices are in the Engineering Technology Building *(See Appendix E for graphic plans of facilities)* Each faculty member has a fully enclosed private office that facilitates the full range of faculty responsibilities, including teaching, research, mentoring, advising, and service. The offices are adjacent to the program reception and conference area.

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

Program Response:
Our recent expansion (Summer 2021) puts us ahead of schedule in our Plan Matrix.
Plan Matrix: Fall 2013 – Spring 2025 see:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB_Candidacy_Plan_Matrix_2022-02-21.pdf

Our new studio arrangement will facilitate peer-to-peer learning, strengthen the program's identity, and give us room for growth. (See 5.6.1)

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:
The architecture program intends to continue to conduct all courses face-to-face whenever possible. As most institutes of higher learning, we navigated the pandemic utilizing the available technology to provide hybrid course delivery. We find that traditional studio pedagogy and an occasional virtual presentation with a remote jury best for our learners.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:
Since 2018, The architecture program has maintained a budget structure that includes significant funding from program and college fees. The budget continues to be adequate for supporting improved student learning activities such as field trips and travel/study opportunities, lectures, and equipment.

Long-range planning for fiscal growth and responsibility entails increasing student enrollment and improving retention. Paramount is directing scarce resources toward recruiting and retention and utilizing information about the program demand, quality, and output to inform future investment. Equally important to these efforts is finding further collaborative opportunities with businesses and industries that extend beyond the institutional borders.

Our fee structure has changed from $200.00 to $400.00 per undergraduate student per semester and remained at $400 per graduate student per semester. Funding from program and course fees was approximately $64,000 for the 2020 - 2021 academic year, up from approximately $48,000 the previous academic year. This adjustment has enabled the program to operate with further autonomy and less dependency on outside funding sources.

Three of our graduate students were awarded assistantships from the University that covered their tuition and provided $3000.00 additional support for each semester. All of our graduate students received a minimum of $2500 per semester 2021-22 of support from the University or the program.

Gifts to the program through the Fairmont State Foundation are trending upward. Two local architectural firms recently provided program support through the Foundation. One firm delivered two $500 scholarships, and another pledged $31,500 to be received over five years to use at the programs' discretion. An additional $2700.00 was raised during the 2021 Falcon Day of Giving.

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:
The Musick Library currently holds over 13,020 books directly related to architecture (up from 3,400 books in 2014, 8.285 in 2018, and 10,600 in 2019), 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 (http://library.fairmontstate.edu). The

catalog provides either a call number location for print titles in the physical collection or electronic access features for on-campus or remote access purposes. Over the past seven years, primarily driven by the student's preference for immediate, virtual access, the Musick Library has expanded its 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 (Unified College Account) authentication. The OCLC WorldShare catalog offers a "Libraries Worldwide" feature that allows students to discover and access full text books and articles (usually Open Source, Open Access, and CONTENTdm) from libraries and research institutions around the world; through this expanded search capability, Worldshare provides bibliographic information for every resource cataloged by Library of Congress. Where full text is not available online, it is made accessible through the Musick Library's Interlibrary Loan (ILL) program, a free service provided to students and faculty.

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:
The close-knit environment of our institution allows our architecture and library faculty to work closely to meet students and faculty at their discipline-specific points of need. Eighty percent of the library faculty have six-plus years of experience supporting our architecture students.

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:
All catalogs and promotional materials for this program will include the Statement on NAAB-Accredited degrees, exactly as worded in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2.

Architecture Program Website: "Statement on NAAB Accredited Degrees"
https://www.fairmontstate.edu/collegeofscitech/academics/architecture-program

Accreditation: "Statement on NAAB Accredited Degrees"
https://www.fairmontstate.edu/collegeofscitech/academics/master-architecture-accreditation

2021-2022 Graduate Catalog > Accreditation
https://catalog.fairmontstate.edu/content.php?catoid=13&navoid=2076&hl=Accreditation&returnto=search

6.2 Access to NAAB Conditions and Procedures

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

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

Program Response:
The following documents are directly linked to the program website:
https://www.fairmontstate.edu/collegeofscitech/academics/accreditation

a. 2020 Conditions for Accreditation
b. 2014 Conditions for Accreditation (in effect on the date of the last visit)
c. 2020 Procedures for Accreditation
d. 2015 Procedures for Accreditation (in effect on the date of the last visit)

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 following resources are directly linked from the program website.
https://www.fairmontstate.edu/collegeofscitech/academics/accreditation
Archinet
AIA Career Center
AIAWV
NCARB

Career Development (Encova Career Development Center):
https://www.fairmontstate.edu/studentservices/career-development

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:

a. *All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit.*
NA – None

b. *All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit.*
NA - None

c. *The most recent decision letter from the NAAB.*
NAAB Decision Letter March 2021
https://www.fairmontstate.edu/collegeofscitech/academics/accreditation

d. *The Architecture Program Report submitted for the last visit.*
APR + Plan for IA 2020
https://www.fairmontstate.edu/collegeofscitech/academics/accreditation

e. *The final edition of the most recent Visiting Team Report, including attachments and addenda.*
Continuing Candidacy - VTR 2020
https://www.fairmontstate.edu/collegeofscitech/academics/accreditation

f. *The program's optional response to the Visiting Team Report.*
NA - None

g. *Plan to Correct (if applicable).*
NA - None

h. *NCARB ARE pass rates.*
NA - None

i. *Statements and/or policies on learning and teaching culture*.
Please see Studio Culture Policy
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/Studio%20Culture%20Policy.pdf

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

j. *Statements and/or policies on diversity, equity, and inclusion.*
https://www.fairmontstate.edu/title-ix/diversity-inclusion-equity-policy

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 non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships

e) Explanation of how student diversity goals affect admission procedures

Program Response:

a, b: https://www.fairmontstate.edu/collegeofscitech/academics/master-architecture-program-admission-requirements
See also statement in 4.3.1.

c. https://www.fairmontstate.edu/collegeofscitech/sites/default/files/Evaluation_of_Pre-professional_Degrees_Form.pdf

d. https://www.fairmontstate.edu/studentservices/ Additionally, the Architecture Program has, from time to time, some internal funding for making partial merit based tuition awards to students on a case by case basis. See also response in 5.7.

e. Thus far in the eight-year history of the professional degree, all qualified applicants have been admitted into the program without identifying race, ethnicity, age, gender, religion, sexual orientation, gender identity, gender expression, disability, economic status, or other diverse backgrounds. The program anticipates additional interest in the Master of Architecture degree and additional applicants following the achievement of Initial Accreditation. If the number of qualified applicants exceeds the program's enrollment capacity, criteria will be developed regarding how diversity goals might affect the admission procedures.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

The University's Student Services Center oversees a number of areas that are crucial to student success including the application process, general scheduling, account payments and **financial aid**. https://www.fairmontstate.edu/studentservices/

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 cost of attendance to Fairmont State for in-state and out-of-state students is outlined here:
https://www.fairmontstate.edu/finaid/cost-attendance

The design courses provide a list of materials in their course syllabus if the material is required for the course. As methods and materials used in model making vary widely between students, we can only estimate what supplies may cost the individual student. We often supply materials for a specific course exercise if it is specialized. e.g., modeling clay, basswood cubes. Required textbooks are used and reused in various courses. Additionally, we retain copies of most of our textbooks in the design studios and on reserve at the library for student use.

Appendix A

Architecture Program Report
and the Plan for Achieving Initial Accreditation
2020 Visit for Continuing Candidacy
September 7, 2019

https://www.fairmontstate.edu/collegeofscitech/sites/default/files/APR%2BPlan_for_IA_2020.pdf

For the entire Plan Matrix: Fall 2013 – Spring 2025 see:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB_Candidacy_Plan_Matrix_2022-02-21.pdf

Appendix B
Steps taken after Initial Accreditation is received

	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024	FALL 2024	SPRING 2025
Candidacy period, Initial Accreditation visit, submissions.	Initial Accreditation Virtual Visit Enter Stage III: Initial Accreditation	Plan for Continuing Accreditation		Compile new APR-CA for visit	APR submitted by Sept. 7 for Spring 2025 visit	Continuing Accreditation Visit
Plans for Faculty resources needed		Evaluate need for additional faculty and dedicated staff	Temporary Full-time Faculty moved to Tenure Track	Evaluate need for additional faculty and dedicated staff		Evaluate need for additional faculty and dedicated staff
Plans for Physical resources needed	Furnishings and Refinements	Evaluate Facilities and Equipment in relation to Enrollment		Evaluate Facilities and Equipment in relation to Enrollment		Evaluate Facilities and Equipment in relation to Enrollment
Plans for Financial resources needed	Continuing Expansion of Recruiting Plan	Continuing Expansion of Recruiting Plan. Revise recruiting materials to reflect NAAB status. Increase alumni engagement and philanthropy.	Identify and attract out-of-state and international students. Increase alumni engagement and philanthropy.	Identify and attract out-of-state and international students. Increase alumni engagement and philanthropy.	Increase first + second year retention rates Identify and attract out-of-state and international students. Increase alumni engagement and philanthropy.	Increase first + second year retention rates Identify and attract out-of-state and international students. Increase alumni engagement and philanthropy.
Plans for Professional resources needed	Annual meeting with State Board of Architects, AIA WV Meeting at FSU with Students	Annual PAC Meeting	Annual meeting with State Board of Architects, AIA WV Meeting at FSU with Students	Annual PAC Meeting	Annual meeting with State Board of Architects, AIA WV Meeting at FSU with Students	Annual PAC Meeting
Plans for Assessment	Opening Roundtable and End Walk-through Evaluation, Assessment into Taskstream, Bennial Curriculum Assessment	Opening Roundtable and End Walk-through Evaluation, Assessment into Taskstream, Graduating Student Self-Assessment Survey	Opening Roundtable and End Walk-through Evaluation, Assessment into Taskstream, ARE Data Collection	Opening Roundtable and End Walk-through Evaluation, Assessment into Taskstream, Graduating Student Self-Assessment Survey, ARE Data Collection	Opening Roundtable and End Walk-through Evaluation, Assessment into Taskstream, Bennial Curriculum Assessment, ARE Data Collection	Opening Roundtable and End Walk-through Evaluation, Assessment into Taskstream, Graduating Student Self-Assessment Survey, ARE Data Collection
Plans for Special Events	9th Annual Mayfield Lecture AIAWV Reviews Student Work for Scholarship	2nd Annual Alumni Lecture, Student Travel Program	10th Annual Mayfield Lecture AIAWV Reviews Student Work for Scholarship	3nd Annual Alumni Lecture, Student Travel Program	11th Annual Mayfield Lecture AIAWV Reviews Student Work for Scholarship	4th Annual Alumni Lecture, Student Travel Program

For the entire Plan Matrix: Fall 2013 – Spring 2025 see:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB_Candidacy_Plan_Matrix_2022-02-21.pdf

Appendix C - All previous VTRs

Continuing Candidacy Visiting Team Report
October 18 - 20, 2020
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/Continuing_Candidacy-VTR_2020.pdf

Initial Candidacy Visiting Team Report
April 7 -11, 2018
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/Fairmont%20State%20VTR_2018_public.pdf

Initial Candidacy Visiting Team Report
November 12, 2014
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/FSU%20VTR%202014%20%2BProgram%20Response.pdf

NAAB

Appendix D - Eligibility Memorandum

National Architectural Accrediting Board, Inc.

March 10, 2014

Dr. Maria Rose, President
Fairmont State University
1201 Locust Avenue
Hardway Hall 222
Fairmont, WV 26554

NAAB

1101 Connecticut Avenue, NW
Suite 410
Washington, DC 20036

tel 202.783.2007
fax 202.783.2822

www.naab.org
info@naab.org

Dear President Rose:

At the February 2014 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Application for Candidacy* for the Fairmont State University.

As a result, the proposed professional architecture degree program, **Master of Architecture** has been accepted as eligible for candidacy. A visit for initial candidacy has been added to the Visit List for fall 2014. This visit will be conducted under the provisions of the NAAB *2009* Conditions for Accreditation and Section 3 of the NAAB Procedures for Accreditation, *2012 Edition, Amended.*

The *Architecture Program Report for Initial Candidacy* (APR-IC) is due in the NAAB office 180 days before the date of the visit. The format and content of the *APR-IC* is described in detail in Section 3.

The Board wishes to express its support for newly-developing programs by encouraging administrators and faculty to take advantage of the resources available within the community of program administrators, department chairs, and deans represented by the members of the Association of Collegiate Schools of Architecture. The annual ACSA Administrators Conference and the ACSA Annual Meeting can be a source of rich discussion and advice for emerging programs. Further, the NAAB offers a full range of programs and workshops at both of these conferences that may be of value to the faculty and administrators at Fairmont State University.

A letter with the name of the proposed chair for this visit will be forthcoming. Once Fairmont approves the chair, you will be able to set the date for the visit.

If the program wishes to postpone its visit for initial candidacy to the spring of 2015, please submit a request at your earliest convenience.

Very truly yours,

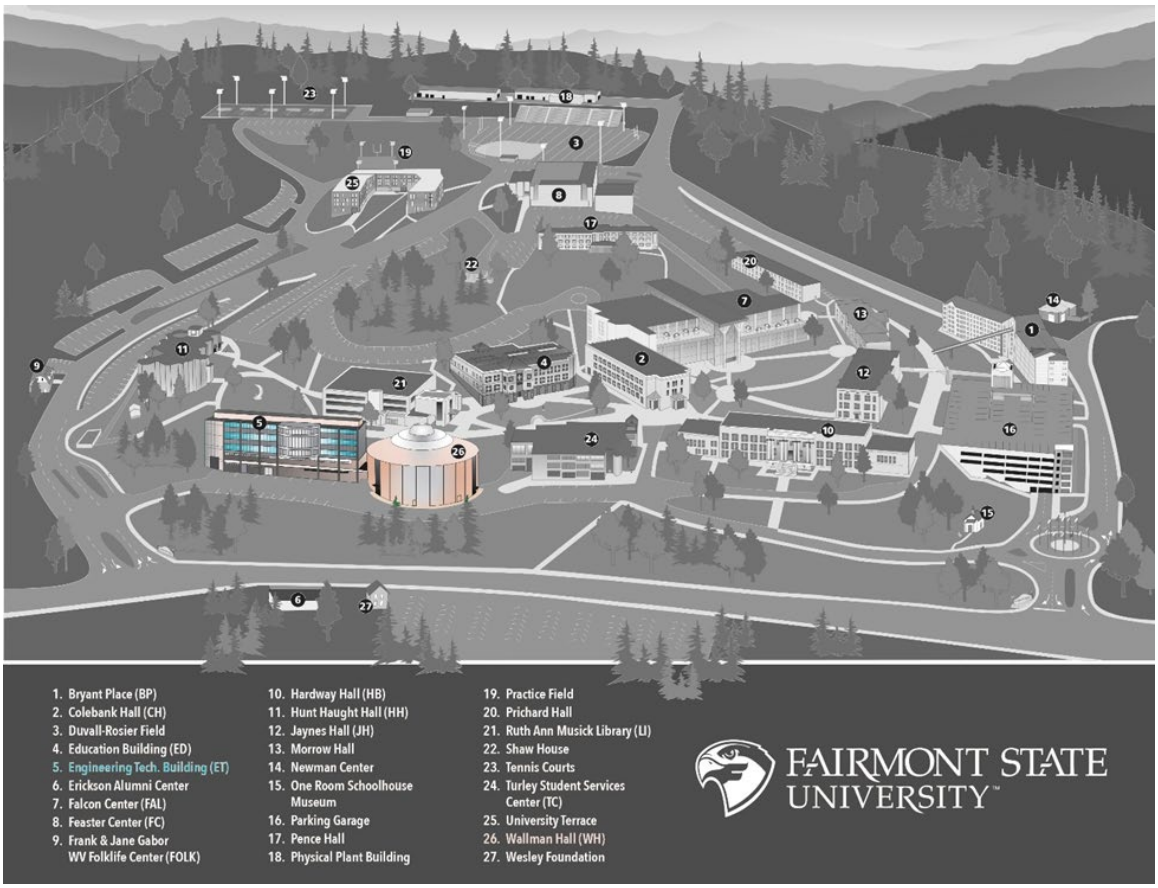
Shannon B. Kraus, FAIA, NCARB, MBA, FACHA
President-elect

cc: Philip Freeman, Architecture Program Coordinator
John Senhauser, FAIA, Eligibility Reviewer

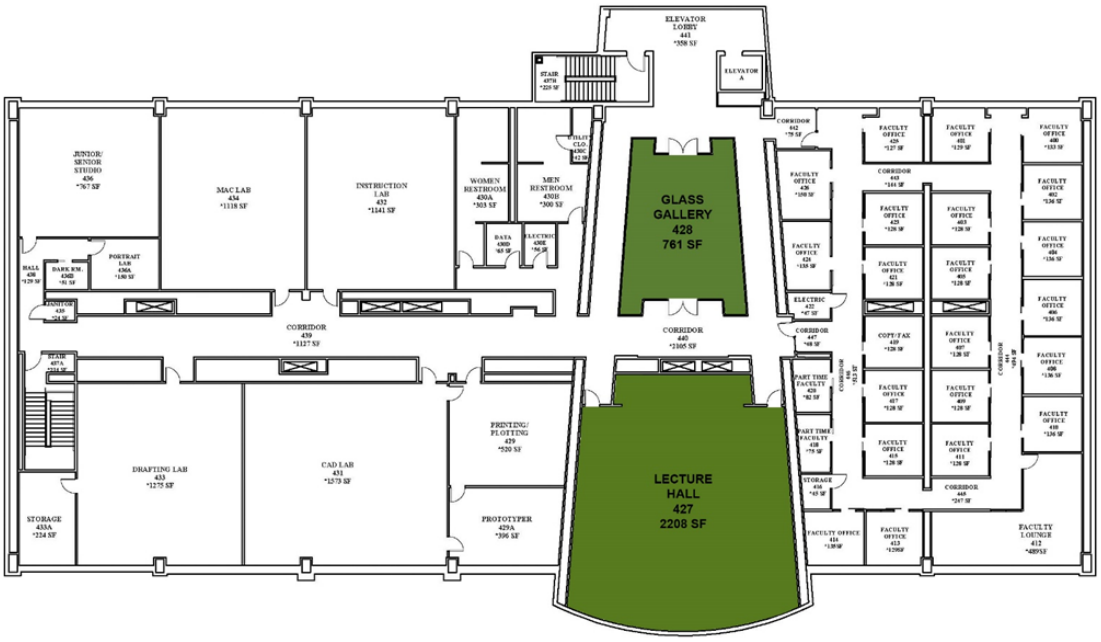
Enc.

Appendix E - Physical Resources

Campus Map

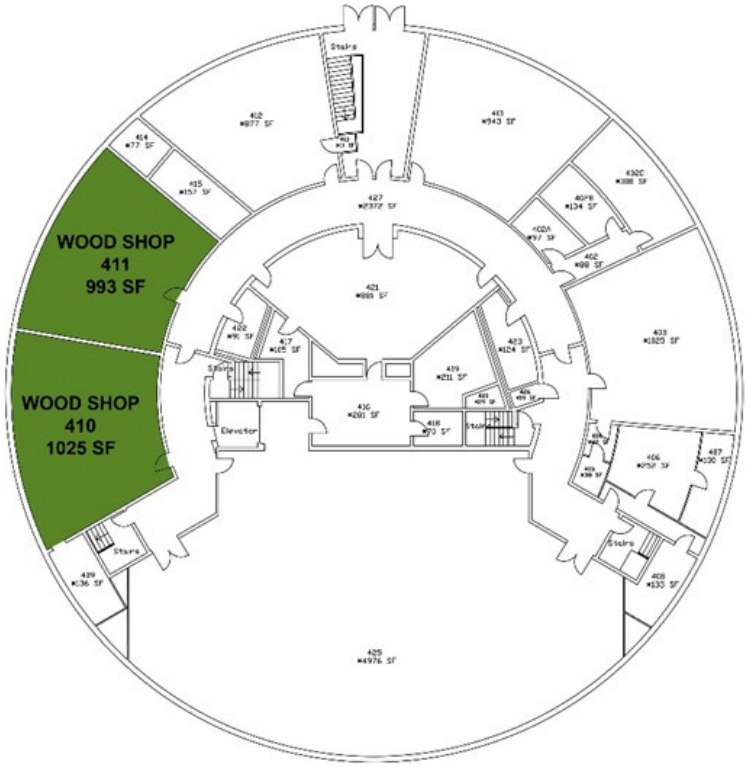


Engineering Technology Building
4th Floor

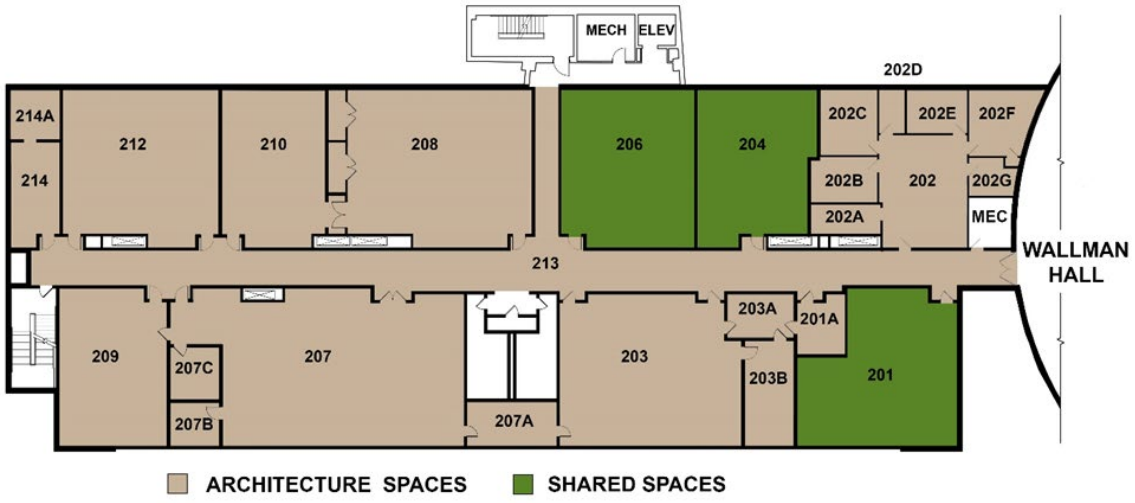


ARCHITECTURE SPACES SHARED SPACES

Wallman Hall
4th Floor



Engineering Technology Building (Architecture Wing)
2nd Floor



201 **Future Fabrication Lab** (1050 SF)
201A **CNC Router Room** (140 SF)
202 **Architecture Program Reception** (390 SF)
202A **Copy Room** (110 SF)
202B **Faculty Office** (160 SF)
202C **Faculty Office** (200 SF)
202D **Records** (60 SF)
202E **Faculty Office** (140 SF)
202F **Faculty Office** (230 SF)
202G **Records/Storage** (90 SF)
203 **Senior Studio** (1390 SF)
203A **Photography Area** (155 SF)
203B **Artifact Storage** (275 SF)
204 **PC Lab** (900 SF)
206 **Mac Lab** (1095 SF)
207 **Sophomore/Junior Studio** (2065 SF)
207A **Lounge** (210 SF)
207B **Spray Booth/ Laser Cutter** (115 SF)
207C **AIAS Office** (135 SF)
208 **Graduate Studio** (1475 SF)
209 **Seminar/Review** (880 SF)
210 **Seminar/Review** (840 SF)
212 **Freshman Studio** (1220 SF)
213 **Linear Gallery** (2300 SF)
214 **Instruction Material Samples** (214 SF)
214A **Storage** (128 SF)

Engineering Technology Building
1ST Floor

ARCHITECTURE SPACES SHARED SPACES

Appendix F

Progress on the Plan for Achieving Initial Accreditation (PAIA) since the 2020 Visiting Team Report

The table below represents a "snapshot in time" of our PAIA from the 2020 Visiting Team Report until our projected Fall 2022 Initial Accreditation Visit.

PAIA: Fall 2020 – Spring 2022

PAIA TITLE	FALL 2020	SPRING 2021	FALL 2021	SPRING 2022
Candidacy period, submissions + Initial Accreditation submissions			*Submit application for Initial Accreditation*	*Submit APR-IA*
Plans for Faculty resources needed	*Evaluate need for dedicated staff in relation to enrollment*			
Plans for Physical resources needed	*Enrollment Cap at 120 without additional Space and Personnel*	*Evaluate Facilities and Equipment in Relation to Enrollment.*		*Evaluate Facilities and Equipment in Relation to Enrollment*
Plans for Financial resources needed	*Develop International Recruiting Plan. Discuss Computer upgrades and Laptop Policy.*	*Consider Mobile Shop/Trailer for Community Design Projects.*	*Continue expansion of recruiting plan*	
Plans for Professional resources needed	*Annual Meeting w/ State Board of Architects. AIA WV Meeting at FSU w/ Students.*	*Annual PAC Meeting*	*Annual Meeting w/ State Board of Architects. AIA WV Meeting at FSU w/ Students.*	*Annual PAC Meeting*
Plans for Assessment	*Opening Roundtable + End Walk-through. Assessment into Taskstream. Biennial Curriculum Assessment.*	*Opening Roundtable + End Walk-through. Review course content assessessment methods + program review mechanisms annually.*	*Opening Rountable & End Walk-through + Assessment into Taskstream*	*Opening Roundtable + End Walk-through. Review course content assessessment methods + program review mechanisms annually.*
Plans for Special Events	*7th Annual Mayfield Lecture. AIAWV reviews student work for scholarships*	*Implement Spring Lecture Program. Student Travel Program*	*8th Annual Mayfield Lecture. AIAWV reviews student work for scholarships*	*Spring Lecture. Student Travel Program*

The above PAIA Matrix snapshot is used to organize the following narrative. The bulleted narratives that follow describe the progress made by the Program toward meeting the goals of the PAIA. A table at the end of the narrative summarizes the status of the PAIA's progress.

Candidacy Period, Submissions + Initial Accreditation Submissions

FALL 2020 – Nothing in Plan for this period. **(Virtual Continuing Candidacy Visit)**
SPRING 2021 – Nothing in Plan for this period.
FALL 2021 – "***Submit Application for Initial Accreditation"*** **Status: On track – submitted herein**
SPRING 2022 – "***Submit APR-IA"*** **Status: In Progress**

- After approval of our application, we will submit our APR-IA by March 1, 2022 for a Fall 2022 Initial Accreditation Visit. We are requesting that our Initial Accreditation Visit will not overlap our institutional accreditation visit scheduled for October 16-18, 2022.

Plans for Faculty Resources needed

FALL 2020 – ***"Evaluate need for dedicated staff in relation to enrollment"*** **Status: On track**

- Enrollment did not increase that academic year therefore existing staff was determined sufficient for current enrollment and administrative demands of program. Program will evaluate again after Initial Accreditation.
    - In Spring 2021, additional college funding was identified to enable a significant pay increase for our newest faculty member which the program considered to be undercompensated. Salary adjustment was implemented Fall 2021.

SPRING 2021 – Nothing in Plan for this period.
FALL 2021 – Nothing in Plan for this period.
SPRING 2022 – Nothing in Plan for this period. Evaluation of need for additional faculty scheduled for Fall 2022.

Plans for Physical Resources needed

FALL 2020 – ***"Enrollment Cap at 120 without additional Space and Personnel"*** **Status: On track**

- We have not yet reached the enrollment cap of 120. Thus, cap is not applicable.

SPRING 2021 – ***"Evaluate Facilities + Equipment in Relation to Enrollment"*** **Status: Goal exceeded**

- Although our enrollment has not grown, we were given the opportunity (Summer 2021) to expand our facilities (approximately an additional 5000 sf) and bring our M.Arch Program and B.Arch Program together on the same floor of the Engineering Technology Building. We believe this will better facilitate peer-to-peer learning as well as strengthen the identity of the architecture program. Additionally, the architecture faculty offices are now located in an office suite with conference and staff space adjacent to the additional studio and support spaces.
- In tandem with our newly expanded facilities, we have enhanced our classroom technology with an additional (9) 70" monitors and (1) 82" monitor in our linear gallery to display student work and program related announcements.

FALL 2021 – Nothing in Plan for this period.
SPRING 2022 – ***"Evaluate Facilities + Equipment in Relation to Enrollment"*** **Status: In Progress**

- We anticipate the need to revisit how we are utilizing our new facilities, and if we will require any further expansion in the near future.

Plans for Financial Resources needed

FALL 2020 – ***"Develop International Recruiting Plan."*** **Status: On track**

- We are seeking university permission to be a part of a centralized application service: https://archcas.liaisoncas.org/
- We are in the process of changing our Classification of Instruction Programs (CIP) Code to a STEM classification. This allows international students to remain in the US for up to three years after graduation in an internship. Most international students ask about this. Many architecture programs across the country are switching codes without changing their curriculum to accommodate this.
- We have received several inquiries about our Master of Architecture program from international students including ones from India, Bangladesh, Bahrain, Iran, Japan, Italy, and Ukraine. Students from Bangladesh, Bulgaria, and Mexico have graduated from our program so far. We have hosted visiting students from Italy and Japan in the program as well.
- International Recruiting Effort – Fairmont State University has articulated partnerships with universities abroad as follows:
    - University of Calabria (UNICAL) in Italy
    - Woosong University (WSU) in Korea
    - The American Campus in Mauritius, Africa
    - Aichi Bunkyo University (ABU) in Japan
    - Tokyo Denki University (TDU) in Japan
    - TENRI University in Japan *pending
    - University of Pecs in Hungary *pending
    - University of Gyor in Hungary *pending
    - University of Szeged in Hungary *pending
    - Dongseo University (DSU) in Korea *pending
    - Paraguay CPK *in negotiation

Those listed as pending need to be finalized. Either the pandemic or our recent separation from Pierpont Community and Technical College have redirected some efforts. Recent students who have studied in the graduate program have been from University of Calabria and Tokyo Denki University

FALL 2020 – ***"Discuss Computer upgrades and Laptop Policy."*** **Status: Goals exceeded**

- The vast majority of our students own a laptop and/or desktop computer by their sophomore year. After informal polling of our student body, it was determined that students could run the most necessary software (MSOffice, Revit, Adobe Creative Suite, SketchUp, etc.) but many did not have the computing power to render with Lumion. Based on this information, the Program (with partial support of the University) purchased twelve high-end (Dell Alienware R11s) computers and dual monitors for use in the Studio (at the end of Fall 2020) to fulfill this need.

Additional Financial Resources not listed on Plan. Status: Goals exceeded

- Our fee structure has changed from $200.00 to $400.00 per undergraduate student per semester and remained at $400 per graduate student per semester. Funding from program and course fees was approximately $64,000 for this academic year, up from approximately $48,000 last academic year. This has helped the program function with further autonomy and less dependency on outside funding sources.

- Three of our graduate students were awarded assistantships from the University that covered their tuition and provided $3000.00 additional support for each semester.
- The gifts to the Program through the Fairmont State Foundation increased during this period.

SPRING 2021 – ***"Consider Mobile Shop/Trailer for Community Design Projects"*** **Status: On track. Innovation/synergy opportunity**

- While the "mobile shop" is still an option we will revisit in the near future, this year we have put our energies into exploring synergies within the Department. We are piloting a new eight week, one – credit hour course designed to formally train and ensure proficiency with power tools in the shop. The pilot course is being run as an interdepartmental collaboration between the Art and Architecture programs.

FALL 2021 - ***"Continue expansion of recruiting plan."*** **Status: On track**

- As of this writing, we will be participating in the Chicago Architecture + Design College Day, the Philadelphia Architecture and Design College Fair and our university campus Maroon & White Day. We expect this list to expand as more opportunities arise.

Additional recruiting and retention items

- The pandemic has minimized our face-to-face recruiting activities outside the walls of the university. We have continued with virtual recruiting efforts and recently helped sponsor a film, *Modernism in the Mountains,* where, as a sponsor, our program will be introduced to high school students and the public.
- We have had better success retaining our undergraduates and transitioning them into the graduate program. We believe our retention success is twofold. First, the approaching Initial Accreditation visit provides an understandable timeframe for achieving an accredited degree. Secondly, our initiative of generous additional funding for graduate students as an incentive for them to stay during this time of uncertainty has helped retention. The minimum support provided is approximately half of their tuition cost with the option of further funding support based on merit and/or work for the program. Additionally, as mentioned elsewhere in this document, Graduate Students are awarded Assistantships from the University that cover their tuition and provide $3000.00 additional support for each semester.

Plans for Professional resources needed

FALL 2020 – ***"Annual Meeting with State Board of Architects. AIA WV Meeting at FSU with Students"*** **Status: Event became virtual**

- Due do COVID 19 restrictions, the event was held virtually and not on the Fairmont State University campus.

SPRING 2021 – ***"Annual PAC Meeting"*** **Status: On track**

- The Professional Advisory Committee (PAC) is composed of members representing the WV Board of Architects, the AIA, the profession at large, emerging professionals, and alumni. The PAC met with the architecture faculty on April 2, 2021. The faculty briefed the committee on the latest VTR and discussed the ramifications of the new 2020 Conditions and Procedures. The Committee discussed strategies for the Program's curricular and extracurricular activities in light of the new guidelines. The discussion shifted into the success of our graduates (both undergrad and graduate) as our students transition into the office environment. We explored further internship possibilities, trends in

software used in firms, and portfolio preferences in interviews. It was a very positive and supportive meeting.
    - Additionally, the PAC members played a key role in external review of the student work via final reviews.

FALL 2021 – ***"Annual Meeting with State Board of Architects. AIA WV Meeting at FSU with Students"*** **Status: On Track**
SPRING 2022 – ***"Annual PAC Meeting"*** **Status: In progress**
- To be held in the FSU Falcon Center in Spring 2022

Plans for Assessment

FALL 2020 – ***"Opening Roundtable and End Walk-through.*** **Status: On track**
- At the beginning of the term a faculty roundtable was conducted to set goals and expectations for each course. An end of the semester faculty walk-through was subsequently conducted to revisit course level outcomes and teaching effectiveness. Full-time and adjunct faculty of the architecture program participate in the roundtable and walk-through discussions, focusing on progress toward the outcomes and the NAAB Student Performance Criteria. These events were conducted virtually this year.

FALL 2020 – ***"Assessment into Taskstream."*** **Status: On track**
- Changes in administration and reporting changed entry of this data. This was revised and updated Spring and Summer 2021

FALL 2020 – ***"Biennial Curriculum Assessment"*** **Status: On track**
- The University's General Studies Curriculum was in the midst of revision this year. We now have a new "Core Curriculum" in place and are currently assessing and integrating changes during the Fall 2021 – Spring 2022 academic year.

SPRING 2021 – ***"Opening Roundtable and End Walk-through.*** **Status: On track**
- At the beginning of the term a faculty roundtable was conducted to set goals and expectations for each course. An end of the semester faculty walk-through was subsequently conducted to revisit course level outcomes and teaching effectiveness. Full-time and adjunct faculty of the architecture program participate in the roundtable and walk-through discussions, focusing on progress toward the outcomes and the NAAB SPC's. These events were conducted virtually this year.

SPRING 2021 – ***"Review course content assessment methods + program review mechanisms Reviewed annually"*** **Status: On track**
- The Program faculty met several times during the semester to discuss these topics. Our discussions and planning culminated in a more integrated outcome-based mapping model between the *2020 Conditions* and Taskstream. The work in Taskstream was completed in summer 2021. We will revisit this model again in Spring 2022 after testing it in Fall 2021.

FALL 2021 – ***"Opening Roundtable and End Walk-through."*** **Status: On track**
- Opening Roundtable took place with faculty during the University's Professional Development Week. The End Walk-through will take place during Finals Week.

FALL 2021 – ***"Assessment into Taskstream."*** **Status: On track**
- Due to work completed in Summer 2021, the program assessment in Taskstream is now more directly aligned to criteria in the NAAB 2020 conditions. Curriculum Mapping, Learning Outcomes, Narrative and findings from Visiting Team Report 2020 Conditions PC/SC's are incorporated into Taskstream. This was a major

step toward a long-standing goal to streamline the program's overall assessment process.

SPRING 2022 – ***"Opening Roundtable and End Walk-through. Course content assessment methods + program review mechanisms reviewed"*** **Status: In progress**

Plans for Special Events

FALL 2020 – ***"7th Annual Mayfield Lecture"*** **Status: Rescheduled due to pandemic**

- Due do COVID 19 restrictions, the event was rescheduled for Fall 2021.

FALL 2020 – ***"AIAWV Reviews Student Work for Scholarships"*** **Status: On track**

- The work was reviewed virtually and scholarships were awarded to students.

SPRING 2021 – ***"Implement Spring Lecture Program"*** **Status: Postponed due to pandemic**

- Due do COVID 19 restrictions, the program has been postponed to Spring 2022.

SPRING 2021 – ***"Student Travel Program"*** **Status: Postponed due to pandemic**

- Fairmont State University did not allow any faculty-led international travel due to COVID-19 restrictions. This will be revisited spring 2022.

FALL 2021 – ***"7th Annual Mayfield Lecture"*** **Status: Rescheduled for October 2021**

- Due do COVID 19 restrictions, the event is scheduled for Fall 2021.

FALL 2021 – ***"AIAWV Reviews Student Work for Scholarships"*** **Status: In progress**

- Expected to conducted virtually again this year.

SPRING 2022 – ***"Spring Lecture Program"*** **Status: In progress**

- Event planned for April 2022

SPRING 2022 – ***"Student Travel Program"*** **Status: In progress**

- COVID-19 restrictions are being closely monitored.

PAIA: Fall 2020 – Spring 2022 Summary

PAIA TITLE	FALL 2020	SPRING 2021	FALL 2021	SPRING 2022
Candidacy period, submissions + Initial Accreditation submissions			*On Track*	*In Progress*
Plans for Faculty resources needed	*On Track*			
Plans for Physical resources needed	*On Track*	*Exceeded Goals*		*In Progress*
Plans for Financial resources needed	*On Track and/or Exceeded Goals*	*On Track*	*On Track*	
Plans for Professional resources needed	*Virtual due to Pandemic*	*On Track*		*In Progress*
Plans for Assessment	*On Track*	*On Track*	*On Track*	*In Progress*
Plans for Special Events	*Rescheduled due to Pandemic or On Track*	*Postponed or Canceled due to Pandemic*	*On Track*	*In Progress*

For the entire Plan Matrix: Fall 2013 – Spring 2025 see:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB_Candidacy_Plan_Matrix_2022-02-21.pdf

Appendix G - 2020 NAAB Criteria Matrix

YEAR ONE
PRE-PROFESSIONAL

		PRE-PROFESSIONAL COURSES YEAR 1											
		DESIGN FUNDAMENTALS I	WRITTEN ENGLISH	COLLEGE ALGEBRA	ART APPRECIATION	IMAGING I FOUNDATIONS	FRESHMAN SEMINAR	DESIGN FUNDAMENTALS II	WRITTEN ENGLISH II	TRIG AND ELEMENTARY FUNCTIONS	PERSONAL DEVELOPMENT	COMMUNICATION
		ARCH 1000	ENGL 1101	MATH 1530	ART 1120	GRFX 1111	SOAR 1100	ARCH 1050	ENGL 1102	MATH 1540	PD	COMM 220X
CURRICULAR FRAMEWORK												
3.3	BREADTH OF EDUCATION											
3.4	DEPTH OF STUDY											
PROGRAM CRITERIA												
PC.1	CAREER PATHS											
PC.2	DESIGN											
PC.3	ECOLOGICAL KNOWLEDGE AND RESPONSIBILITY											
PC.4	HISTORY AND THEORY											
PC.5	RESEARCH AND INNOVATION											
PC.6	LEADERSHIP AND COLLABORATION											
PC.7	LEARNING AND TEACHING CULTURE											
PC.8	SOCIAL EQUITY AND INCLUSION											
STUDENT CRITERIA												
SC.1	HEALTH, SAFETY, AND WELFARE IN THE BUILT ENVIRONMENT											
SC.2	PROFESSIONAL PRACTICE											
SC.3	REGULATORY CONTEXT											
SC.4	TECHNICAL KNOWLEDGE											
SC.5	DESIGN SYNTHESIS											
SC.6	BUILDING INTEGRATION											

KEY	
NARRATIVE	
NARRATAIVE + SELF ASSESSMENT	
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL	
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL + STUDENT WORK	

Criteria Matrix:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB-Criteria-Matrix.pdf

YEAR TWO
PRE-PROFESSIONAL

		PRE-PROFESSIONAL COURSES YEAR 2									
		DESIGN I: FOUNDATION	ARCHITECTURE HISTORY I	BUILDING TECHNOLOGY I	INTRODUCTION TO PHYSICS (MATH 1540)	DESIGN II:FOUNDATION	ARCHITECTURAL HISTORY II	STATICS (MATH 1540)	HUMANITIES ELECTIVE	PROGRAM ELECTIVE
		ARCH 2000	ARCH 2010	ARCH 2060	PHYS 1101	ARCH 2050	ARCH 2020	MECH 1100	ELECTIVE	ELECTIVE
CURRICULAR FRAMEWORK										
3.3	BREADTH OF EDUCATION									
3.4	DEPTH OF STUDY									
PROGRAM CRITERIA										
PC.1	CAREER PATHS									
PC.2	DESIGN									
PC.3	ECOLOGICAL KNOWLEDGE AND RESPONSIBILITY									
PC.4	HISTORY AND THEORY									
PC.5	RESEARCH AND INNOVATION									
PC.6	LEADERSHIP AND COLLABORATION									
PC.7	LEARNING AND TEACHING CULTURE									
PC.8	SOCIAL EQUITY AND INCLUSION									
STUDENT CRITERIA										
SC.1	HEALTH, SAFETY, AND WELFARE IN THE BUILT ENVIRONMENT									
SC.2	PROFESSIONAL PRACTICE									
SC.3	REGULATORY CONTEXT									
SC.4	TECHNICAL KNOWLEDGE									
SC.5	DESIGN SYNTHESIS									
SC.6	BUILDING INTEGRATION									

KEY
NARRATIVE
NARRATAIVE + SELF ASSESSMENT
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL + STUDENT WORK

Criteria Matrix:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB-Criteria-Matrix.pdf

YEAR THREE
PRE-PROFESSIONAL

		PRE-PROFESSIONAL COURSES YEAR 3								
		DESIGN III: SITE	STRENGTH OF MATERIALS (MECH 1100)	SOCIAL SCIENCE ELECTIVE	PROGRAM ELECTIVE	DESIGN IV: URBAN	SUSTAINABLE DESIGN	INTRODUCTION TO STRUCTURES (MECH 2200)	CITIZENSHIP ELECTIVE
		ARCH 3000	MECH 2200	ELECTIVE	ELECTIVE	ARCH 3050	ARCH 3010	CIVIL 2290	ELECTIVE
CURRICULAR FRAMEWORK									
3.3	BREADTH OF EDUCATION								
3.4	DEPTH OF STUDY								
PROGRAM CRITERIA									
PC.1	CAREER PATHS								
PC.2	DESIGN								
PC.3	ECOLOGICAL KNOWLEDGE AND RESPONSIBILITY								
PC.4	HISTORY AND THEORY								
PC.5	RESEARCH AND INNOVATION								
PC.6	LEADERSHIP AND COLLABORATION								
PC.7	LEARNING AND TEACHING CULTURE								
PC.8	SOCIAL EQUITY AND INCLUSION								
STUDENT CRITERIA									
SC.1	HEALTH, SAFETY, AND WELFARE IN THE BUILT ENVIRONMENT								
SC.2	PROFESSIONAL PRACTICE								
SC.3	REGULATORY CONTEXT								
SC.4	TECHNICAL KNOWLEDGE								
SC.5	DESIGN SYNTHESIS								
SC.6	BUILDING INTEGRATION								

KEY	
NARRATIVE	
NARRATAIVE + SELF ASSESSMENT	
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL	
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL + STUDENT WORK	

Criteria Matrix:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB-Criteria-Matrix.pdf

YEAR FOUR
PRE-PROFESSIONAL

		PRE-PROFESSIONAL COURSES YEAR 4							
		DESIGN V: TECHNOLOGY	BUILDING TECHNOLOGY II	ARCHITECTURE PORTFOLIO	PROGRAM ELECTIVE	DESIGN VI: DESIGN/BUILD	MECHANICAL AND ELECTRICAL SYSTEMS	PROGRAM ELECTIVE	PROGRAM ELECTIVE
		ARCH 4000	ARCH 4060	ARCH 3060	ELECTIVE	ARCH 4050	ARCH 4030	ELECTIVE	ELECTIVE
CURRICULAR FRAMEWORK									
3.3	BREADTH OF EDUCATION								
3.4	DEPTH OF STUDY								
PROGRAM CRITERIA									
PC.1	CAREER PATHS								
PC.2	DESIGN								
PC.3	ECOLOGICAL KNOWLEDGE AND RESPONSIBILITY								
PC.4	HISTORY AND THEORY								
PC.5	RESEARCH AND INNOVATION								
PC.6	LEADERSHIP AND COLLABORATION								
PC.7	LEARNING AND TEACHING CULTURE								
PC.8	SOCIAL EQUITY AND INCLUSION								
STUDENT CRITERIA									
SC.1	HEALTH, SAFETY, AND WELFARE IN THE BUILT ENVIRONMENT								
SC.2	PROFESSIONAL PRACTICE								
SC.3	REGULATORY CONTEXT								
SC.4	TECHNICAL KNOWLEDGE								
SC.5	DESIGN SYNTHESIS								
SC.6	BUILDING INTEGRATION								

KEY
NARRATIVE
NARRATAIVE + SELF ASSESSMENT
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL + STUDENT WORK

Criteria Matrix:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB-Criteria-Matrix.pdf

GRADUATE PROFESSIONAL

		MASTER YEAR 1								MASTER YEAR 2		
		ARCHITECTURE DESIGN STUDIO - COMMUNITY	ARCHITCTURE DESIGN SEMINAR 1 - SM URBAN CONTEXT	PROFESSIONAL PRACTICE	ARCHITECTURE ELECTIVE	COMPREHENSIVE DESIGN STUDIO	ARCHITECTURE DESIGN SEMINAR 2 - SUSTAINABLE	ADVANCED STUDY PROPOSAL	ARCHITECTURE ELECTIVE	ADVANCED ARCHITECTURAL DESIGN STUDIO	ARCHITECTURE ELECTIVE	ARCHITCTURE OR INTERDISIPLINARY ELECTIVE
		ARCH 5500	ARCH 5510	ARCH 5540		ARCH 5550	ARCH 5560	ARCH 6610		ARCH 6650		
CURRICULAR FRAMEWORK												
3.3	BREADTH OF EDUCATION											
3.4	DEPTH OF STUDY											
PROGRAM CRITERIA												
PC.1	CAREER PATHS											
PC.2	DESIGN											
PC.3	ECOLOGICAL KNOWLEDGE AND RESPONSIBILITY											
PC.4	HISTORY AND THEORY											
PC.5	RESEARCH AND INNOVATION											
PC.6	LEADERSHIP AND COLLABORATION											
PC.7	LEARNING AND TEACHING CULTURE											
PC.8	SOCIAL EQUITY AND INCLUSION											
STUDENT CRITERIA												
SC.1	HEALTH, SAFETY, AND WELFARE IN THE BUILT ENVIRONMENT											
SC.2	PROFESSIONAL PRACTICE											
SC.3	REGULATORY CONTEXT											
SC.4	TECHNICAL KNOWLEDGE											
SC.5	DESIGN SYNTHESIS											
SC.6	BUILDING INTEGRATION											

KEY
NARRATIVE
NARRATAIVE + SELF ASSESSMENT
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL
NARRATAIVE + SELF ASSESSMENT + COURSE MATERIAL + STUDENT WORK

Criteria Matrix:
https://www.fairmontstate.edu/collegeofscitech/sites/default/files/NAAB-Criteria-Matrix.pdf

NAAB

Appendix H

Memorandum

To: Dianna Phillips
Provost and Vice President of Academic Affairs

From: Joel Dugan
Chair, Department of Architecture, Art & Design

Date: February 25, 2022

Re: **Discontinue – A.S. in Architectural Engineering Technology Program**

The purpose of this memo is to cancel the A.S. track in Architectural Engineering Technology, this pathway is rarely used and does not support the needs of the professional community.

The department unanimously voted to seek cancelation of the program track on Feb 10th, 2022.
Listed below are two rationales for the request and its implications to our programs of study.

Version 1

The A.S. in Architectural Engineering Technology degree is a vestige of a 1990s curriculum that, in name, has little relationship with the design foundation curriculum of a professional degree program. Its current manifestation does not serve the student or the Program's trajectory toward a professional degree, and its existence only serves to draw questions by the Program's accreditor.

Version 2

The current AS in Architectural Engineering Technology curriculum comprises the first two years of the BS in Architecture pre-professional degree. Thus, the AS degree designation is a misnomer as there is little engineering or technology in the program's content. There is not enough demand from incoming students to warrant creating new classes to fit the name. Additionally, there is little demand for someone with an AS educational background in today's Architecture, Engineering and Construction (AEC) professions as it is not specialized enough in any one area to be useful. A student interested in pursuing education and employment in these areas but not interested in pursuing the full BS or the BS + MArch in order to become an architectural designer or architect would be better served by pursuing a more specialized degree or technical training related to some other area of the AEC industries.