NAAB National Architectural Accrediting Board

Architecture Program Report (APR)

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials, to accreditation@naab.org. APR submissions must include at a minimum the PC/SC matrix and one-page faculty resumés.
- The APR template document must not be reformatted. Font size should not be less than size 10. Programs may add bullets, paragraphs headings, etc. to aid in the clarity of the narrative.
- The APR must not exceed 20 MB and 150 pages, excluding appendices.
- If more than one program is applying for a term of accreditation in this APR, each program must be described separately (see template for two programs).

Institution	**Fairmont State University**
Name of Academic Unit	College of Sci-Tech, Dept of Architecture, Art + Design
Date of APR Submission	September 7, 2024
Degree Described in the APR **Track(s)** *Include all tracks offered by the program under the respective degree, including total number of credits required for completion.* *Examples of tracks:* • *150 semester undergraduate credit hours* • *Undergraduate degree with architecture major + 60 graduate semester credit hours* • *Undergraduate degree with non-architecture major + 90 graduate semester credit hours*	☐ Bachelor of Architecture Track: ☒ Master of Architecture Track: Undergraduate degree with architecture major (126 credit hours min.) + 42 graduate semester hours. ☐ Doctor of Architecture Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2022
Current Term of Accreditation *(refer to most recent decision letter)*	Initial Accreditation (Three-Year Term)
Program Director/Administrator *Name, Title, Email*	Philip M Freeman, AIA, Professor of Architecture pfreeman@fairmontstate.edu
Dean *Name, Title, Email*	Dr. Deb Hemler, Interim Dean, College of Sci-Tech Deb.Hemler@fairmontstate.edu
Provost/Chief Academic Officer *Name, Title, Email*	Dr. Dianna Phillips, VP of Academic Affairs and Provost Dianna.Phillips@fairmontstate.edu
President of the Institution *Name, Title, Email*	Dr. Michael Davis, President Michael.Davis@fairmontstate.edu
Individual Submitting the APR *Name, Title, Email*	Philip M Freeman, AIA, Architecture Programs Coordinator; pfreeman@fairmontstate.edu
Individual to Whom Questions Should Be Directed *Name, Title, Email*	Philip M Freeman, AIA Architecture Programs Coordinator; pfreeman@fairmontstate.edu

INTRODUCTION
(limit 5 pages)

Progress Since the Previous Visit

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

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

The 2022 NAAB Visiting Team reported three (3) "Conditions Not Met: 4.3 Evaluation of Preparatory Education, 5.2 Planning and Assessment, 5.4 Human Resources and Development

4.3 Evaluation of Preparatory Education defined:

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
4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

NAAB Team comments:
4.3.1 While the documentation for evaluating a student's prior academic work is clear, the process itself is not transparent or straightforward. The program states the process for evaluating a student's prior academic coursework on their admission requirements website for the Master of Architecture program. This website instructs those interested in applying to the program at Fairmont State University to first submit paperwork for acceptance to the graduate school through the provided link to the general graduate school admission. After the application to the graduate school is submitted, an application to the Master of Architecture program is to be completed. The link to the application document to the Master of Architecture program is provided online. The application directs students who have earned B.S. or B.A. in Architecture degrees from other institutions to submit evidence of completed coursework that fulfills the Program and Student Criteria. It is this step of the admissions process that is unclear as a provided application showed that the Program and Student Criteria noted numerous FSU courses that were fulfilled by numerous courses from the previous institution, preventing a concise and accurate evaluation of the knowledge material already mastered by the applicant and how this translates to the courses at FSU. While there have only been two students in the last six years who completed undergraduate degrees in architecture at another institution and matriculated into the M.Arch. program at FSU, this process needs to be revisited and strengthened for future students.

4.3.2 While the program has identified established standards for meeting accreditation criteria, the program has yet to define how these standards are interpreted clearly. The program lists established standards for applicants to the program in an online form. This form describes that students who have earned a B.S. in Architecture from Fairmont State University have fulfilled designated Program and Student Criteria. Students who earn a B.S. or B.A. in Architecture at an institution other than Fairmont State University have to submit a NAAB PC/SC Matrix or course descriptions and syllabi from their former

institutions. The program notes that applicants found to be deficient in studies will have additional coursework. However, because the assessment of the Program and Student Criteria is translated into numerous FSU courses, the ways in which the student's prior outside experience has satisfied the same Program and Student Criteria as students in the BS Arch degree at FSU is not clearly identified, as each of the learning achievements included in each criterion are not individually documented and assessed. A provided application showed FSU courses that addressed the Program and Student Criteria through notation, but this step is accomplished administratively. In this way, applicants do not have access to a clear understanding of how deficiencies have been identified.

4.3.3 The evaluation process is described in the admission requirements, but as previously described, the exact translation of an applicant's previous work in relation to the NAAB Program and Student Criteria is unclear. A sequence of courses is provided online. This sequence informs students who have been continuously enrolled in the program at Fairmont State University of their time to degree. However, for students who have earned undergraduate degrees at other institutions, the time to degree may differ depending on the evaluation of the previously completed coursework. This evaluation is not straightforward as an applicant would not know how their previous coursework would be assessed by the program to meet NAAB Program and Student Criteria, and therefore applicants may be unaware of the time necessary to complete a degree.

Program Response:
In response to the visiting team comments the program has rewritten our requirements for evaluating pre-requisite education. The process has been further streamlined, and our evaluation documents have been revised to try to make the process more clear and transparent to applicants.
Given our previous success with this condition, the 2022 Visiting Team comments were difficult to understand; therefore, the program undertook this challenge for improvement by first revisiting the VTR's from 2018 IC visit and the 2020 CC visit. The Visiting Teams from the 2018 IC visit and the 2020 CC visit, both methodically reviewed the content and process from Section 4.3 with the Director of the Graduate Program and ultimately both teams found that it met the criteria successfully. The content for the 2022 IA visit was exactly the same as the two previous visits but this time it was found as *Not Met*. This was brought to the attention of the NAAB and further explicated in our Optional Response to the VTR but we received no further commentary regarding our concerns.
Subsequently the program reviewed how some of our peer institutions are addressing Section 4.3. We found no examples any more clear than our own. Despite this finding, we recognized that even a sound process has opportunity for refinement, thus Section 4.3 of this APR reflects our revisions and improvements.

5.2 Planning and Assessment defined:

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

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
5.2.2 Key performance indicators used by the unit and the institution
5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
5.2.5 Ongoing outside input from others, including practitioners.
The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

NAAB Team Comments:

2022 Team Analysis: *The program provided material pertaining to planning and assessment in the APR, as well as in the RFI.*

5.2.1 Evidence was not found in the APR nor the RFI response to satisfy this sub-condition. It is apparent that the focus of the program has been to achieve initial accreditation; however, a strategic plan that recognizes and pursues particular opportunities to frame the program's future was not offered. description of the Shared Values in the APR hints at inevitable and safe goals such as exploring ways to expand interest in research, even though student research is evident in ARCH 6650 through the selection of individual projects addressing critical issues, and program research is seen in ARCH 5500 through community projects. The Plan Matrix, which was offered in multiple requests for a strategic plan (in chair's review of APR and again during the visit), provides a calendar for accreditation; reviews the needs for faculty, staff, and facilities; notes assessment periods; and schedules events. Strategic objectives for the program need to work in coordination with the institution to work toward meaningful goals.

5.2.2 Connections between program and institutional goals are not clear. KPIs for the institution, which focus on enrollment and financial growth, are online. The Plan Matrix in the APR, and extended on a departmental website and in the RFI, notes points through Spring 2025 for the areas of accreditation, faculty resources, physical resources, financial resources, professional resources, assessment plans, and special event plans.

5.2.3 Evidence was not found in the APR nor the RFI to satisfy this condition. While the program is reaching all targets it has established in the Plan Matrix, the goals seem timid and certain. Achievements address accreditation; enrollment growth; and reviewing faculty, staff, and facility resources. Multi-year objectives that move the program forward as an accredited architecture program specific to West Virginia and Fairmont State University (or beyond) were not identified.

5.2.4 Evidence of strengths, challenges, and opportunities were not identified in the APR nor in the RFI to satisfy this condition. Strengths of the program that the team identified include a dedicated faculty and adjunct faculty, support from the university and area professionals, and students who are engaged in the courses and program activities, producing competent work that addresses current and critical issues. The place of the program in West Virginia has created a situation in which the faculty have been able to communicate to the students about a pathway to the profession, building a place that connects students to careers. The environment is also one that is rich in research possibilities, and the program has built on that in the development of their courses, such as ARCH 5550 and ARCH 6650. Challenges of program growth need to be addressed, as administrative support and lab supervision are not present. In addition, the program does not seem to be prepared with an objective, transparent, and efficient admissions process if initial accreditation is achieved. Opportunities need to be recognized in a strategic plan for the program, and include acknowledging what architecture students, faculty, and professionals can bring to West Virginia and the region. Possibilities include both studies and professional work addressing Appalachian towns regarding economics, diminishing populations, employment opportunities, historic structures, and developing an awareness of the profession.

5.2.5 The program demonstrated this sub-criterion. Ongoing input from area professionals was apparent in the visit meeting with the Profession and M.Arch. Alumni. The professionals spoke about the potential for the program and the ways in which it has already been effective in the region. The professionals identified stronger understandings and applications of architecture in the area, which introduces positive changes. The alumni of the program noted that the combination of their education and the nature of its place resulted in a strong basis for their professional work.

Program Response:
In response to the visiting team comments regarding: 5.2.1, 5.2.2, 5.2.3, The architecture program has developed a long-range plan that recognizes and pursues meaningful goals and strategic multi-year objectives that work in coordination with the institution's vision to move the program forward as an accredited program.

The university is currently in the process of revising the strategic plan, The university president has provided a guiding vision for the strategic planning, *"A great place to learn, a great place to work, and a great place to call home."* The architecture program's long-range plan reflects this vision and plots a

course for the future. As “a great place to learn,” we endeavor to engage students in the classroom and beyond, to positively impact our communities through design intervention and visioning, to make learning opportunities broadly accessible, to improve student outreach, and to provide a gateway for the community and profession to participate in lifelong learning.

Our program’s long-range plan embraces the notion of “a great place to work” through pursuing goals for developing connections with partner institutions for faculty exchange opportunities, pursuing alternative funding mechanisms to improve compensation, enhancing exposure to a breadth of knowledge though lectureships, travel and professional development.

“A great place to call home” speaks to the core idea of our program’s regional impact potential, for affecting the circumstances of the natural and built environment in Appalachia in a meaningful way. The long-range plan focuses on objectives that can have lasting impacts on people and place such as: promoting sustainable strategies that reach from the classroom into the local communities, to create visible applications that demonstrate the power of architecture to help make neighborhoods, towns, and cities more vital, adaptable, and resilient.

See Section 2 – Shared Values, Section 5.2 – Planning and Assessment Defined

In response to the visiting team comments regarding: 5.2.4, The architecture program’s long-range plan recognizes the program’s stakeholders as invaluable assets and sets goals that impact the faculty and adjunct faculty, the professional society, the students, and the communities whose needs and issues are addressed by the program. The long-range plan recognizes our location as a multifaceted strength, geographically we are central to a population of nearly 20 million people with very diverse environments, and our region presents an opportunity to explore the unique and diverse history, culture and possibilities of the region. The plan considers outcomes that explore the potential to inform and transform West Virginia and Appalachia through design intervention, outreach, research and personal investment.

The plan also recognizes that there are considerable challenges as we move forward as an accredited program. Needs for human resources, physical resources, and financial resources are informed by the Shared Values and are embedded in the objectives and outcomes of the plan. A key objective is to make an architectural education accessible to underrepresented students, and long-range goals include streamlining the admissions process, including making clear how program pre-requisite criteria is met.

See Section 2 Shared Values, Section 4.3 Evaluation of Preparatory Education.

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

NAAB Team Comments:
2022 Team Analysis:

5.4.1: The team found that faculty workloads are not balanced to optimize student and faculty achievement: currently nor long-term. Therefore, this sub-criterion is not demonstrated. Due to the small scale of the program, graduate faculty continue to take on administrative burden of record-keeping, organizing, gallery management, and scheduling that is not sustainable for a growing program. These are in addition to the faculty duties that include teaching, advising, and administrative tasks. Through conversations with Kirk Morphew, the team confirmed that the architecture program does not have dedicated administrative or technical support staff. The program does share a staff position with the college to procure equipment, educational materials and supplies, as well as IT staff. There are no technical positions assigned to the program to manage the digital fabrication labs. These labs are currently managed by students, which may present a safety concern. The program acknowledged these challenges as a human resources-focused "pinch point" during the visit. Meetings with the faculty and Director, Bob Kelly, and the Program Coordinator, Kirk Morphew, confirmed that teaching is the mission of Fairmont State University. As a result, all full-time faculty are supported to remain current in their expertise, and faculty of professorial rank stated there is a review every five years for graduate faculty status to ensure currency. Conversations with the full-time and adjunct confirm that the faculty feel they have a balanced workload that facilitates student and faculty achievement in spite of additional administrative duties. All full-time faculty are registered architects. The program strives to promote student and faculty achievement as described in the APR on page 41. Several adjunct faculty members committed that the program works to accommodate their work schedule. The team commends the dedication of the full-time and adjunct faculty.

Program Response:

In response to the visiting team comments for section 5.4.1, the program has taken initial steps to remove some of the administrative burden from faculty by requesting staff assistance. In the fall of 2023 we developed an administrative assistant position description that was submitted to the Provost. For the past three decades the program has demonstrated that certain staff positions shared with the college for general procurement and IT support have been sustainable as they have been effective in minimizing faculty involvement with these activities. The program continues to place a priority on teaching as the primary faculty mission. Thus, each faculty is supported in their pursuit of professional development and maintaining currency. Additionally, efforts continue to find creative ways to address the concerns for improving the work life balance of faculty members, and for improving student learning opportunities.

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.

Program Response:

Since the previous visit, the 2020 Accreditation Conditions remain in effect.

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 17,000,000 people (2020 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 100 programs of study, and approximately 240 graduate students with 16 on-campus and online graduate degree and certificate 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 in 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.

Program Delivery Format: On-Campus

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, the program realizes 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 enhances the institution's profile and improves opportunities for recruiting and developing future professional degree programs.

Community Outreach - The architecture program at FSU engages the community through curricular and extracurricular activities. The program has had an AIAS chapter for over thirty-five years involving students in community revitalization efforts, benevolent community programs, and the professional community.

ARCH 5500,5550 and 6650 often address and reimagine local space/places. Recent projects include redevelopment of the former Carr China Factory, Master planning and adaptive reuse of the Fairmont Beltline neighborhood, Locust Avenue and the Coal Run revitalization for the City of 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. Recently, the group has provided design visioning for a regional farmers' market pavilion to be located in downtown Fairmont, and for the Clarksburg V.F.W to seek grant funding and develop a local veteran's museum.

Providing Regional Recruiting Potential – While there are a few architecture programs in the greater Mid-Atlantic region, Fairmont State provides a unique opportunity for quality, affordable architectural education in areas that have traditionally been economically under served. Since receiving initial accreditation, the program has seen increases in inquiries and admissions from the university's primary regional recruiting areas of Eastern Ohio, Western Pennsylvania, Maryland, and Northern Virginia and Washington D.C. areas, where many individuals may find architectural education otherwise economically prohibitive.

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 began a partnership 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. For the past decade, The Mayfield Lecture has introduced faculty, students, and community members to diverse architectural points of view from notable design professionals from across the region.

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. For the past 9 years, students in the sustainable design courses have a 100% pass rate for the LEED Green Associate exam, equipping them with sustainable credentials prior to graduating from the university. The CDAC group continues to work with the city of Fairmont to study residential recycling efforts and to plan and design recycling drop off centers convenient to city residents to encourage and expand recycling efforts.

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 them for practice and project management. 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.

Students in ARCH 3000 partner with Landscape Architecture students from West Virginia University work in collaboration to address design problems rooted in the redevelopment of post-industrial and brownfield sites in the region.

Alumni – Through our 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 alumni 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 as a means of establishing an initial presence with the alumni network. The alumni Facebook site serves as an informal platform for personal and professional connectivity. 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.

Since 1994, students in the foundation design studios have participated in an annual field trip to visit Frank Lloyd Wright's Fallingwater, a UNESCO World Heritage site, and Kentuck Knob where they experience firsthand some of the most transformative architecture of the 20th century. (Both of these sites are located approximately 90 minutes from the Fairmont State University campus).

Since 2011, the program has offered a study + travel course during the spring semester providing students with an opportunity to explore the world's great cities. The main objective of ARCH 3085/5585 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, of the present, and to ponder on the evolving future. In the classroom, the architectural history, and culture of the region are studied. Abroad, students and faculty visit important works of 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 a key supporter of The Mayfield Lecture. As the voice of the profession, the AIAWV provides opportunities for faculty to participate in the professional conversation about the trends and developments current in practice and beyond. The organization is also a key provider of architecture continuing education opportunities. The AIAWV and AIAS co-host annual fall meeting on the Fairmont State campus with the purpose of networking and developing relationships between the professional community and the students.
The architecture program values the engagement of faculty with the profession, providing support for professional dues and attendance at conferences.

Fairmont State has maintained a chapter of the AIAS for over 40 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 AIAS conducts activities and events that build camaraderie and introduce people to aspects of the profession. For example, the AIAS conducts several firm crawls throughout the year where students visit local firms and establish initial networking relationships. AIAS students attend the Grassroots Leadership Conference, gaining perspectives from students from every part of the U.S. and share their voices as part of the national student discourse.
The relationship between the AIAS and AIAWV continues to grow. AIAWV sponsors a design competition for junior and senior students during the fall semester where 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 the junior studio competition since 1994 and the Jeffery Mayfield Senior Scholarship competition since 2003. The AIAS is invited to attend the AIAWV Design and Construction Expo, in the spring semester to network and learn about professional opportunities.

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.

In 2024 Fairmont State was granted an Institutional Chapter of Tau Sigma Delta National Honor Society for Architecture and the Allied Arts. The program will have its first initiates in the coming academic year.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the Visting Team Report; limit 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 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 at home and 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 aspiring architects and designers, and is the cornerstone of the Department of Architecture, Art + Design; together we share the unique perspective of design thinking and visual communication. The work of students and faculty is often collaborative and reaches broadly into our academic community and the community at large. The design studio is the heart of the program, with most projects endeavoring to inform and improve the built environment in a way that engages a variety of stakeholders. Routinely, student juries and presentations benefit from the input from members of the professional community who provide critique and share their insights about the student designs. In recent years, the ARCH 5500 studio has worked with city and local community members to investigate and envision ways in which design might intervene to restore struggling environments, such as a long-abandoned box factory situated along the riverfront, to a purpose that helps rehabilitate the surrounding neighborhood. The ARCH 5550 studio teamed with a local watershed conservation organization to design a resilient facility on a brownfield site that would respect the watershed and introduce people to sustainable management and recreational use of the river. For this project, students worked with organization representatives directly over the course of the semester and held information sessions and presentations for the community in an off-campus venue.

The idea of the design studio is introduced to first year undergraduate students in the Design Fundamentals studio where they get their first taste of an interactive collaborative learning environment while discovering the basic principles of design. The subsequent nine undergraduate and graduate design studios are sequential and built upon the design foundations laid in the previous studios. Students and faculty are engaged in a collegial environment that encourages an iterative approach to design and promotes peer to peer learning as a key element of the design process. In the studio, students build skills and learn to communicate design ideas through a presentation culture, sharing ideas with each other, faculty, and professionals.

The Foundations Studios in year two of the undergraduate program are intended to stimulate inquiry and investigation leading students to think conceptually and apply design principles toward design problems. Throughout the following four undergraduate studios, projects of increasing complexity are explored. Students are introduced to the concept of sustainability, and the demands of addressing projects that grow in size, functional demands, and contextual implications. Upper-level undergraduate studios challenge students to expand upon foundational principles and to integrate technology and building systems into their approach to design. Design studio courses are informed by history, theory and technical courses, and require a range of analog and digital representation platforms.

The graduate studios are intended to develop a mastery of design knowledge, and communications skills. ARCH 5500 is focused on community-based design and redevelopment. The design studio is partnered with a theory course ARCH 5510 that explores the historic, social, and cultural forces that influence design decisions in the context of the small city. ARCH 5550 introduces the integrative design process as a holistic approach that engages a broad range of stakeholders throughout the project and gives students a glimpse into the complexity of design in professional practice. Students in ARCH 6650, the graduate capstone studio, research, develop, and present a project of their own interest that expresses their architectural position.

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:
Appalachia, and specifically West Virginia, is a place of abundant natural beauty and natural resources with a long history of social and economic exploitation. The Architecture program is fully aware of the desperate need for sustainable design and development to be the "normal" approach to the built environment. The program strives to educate designers who will create impactful and transformative design solutions. The idea of environmental stewardship and professional responsibility is a common thread throughout 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.

In recent years many of the studio projects have challenged students to incorporate sustainable design strategies that range from simple to complex. ARCH 4000 has required students to become familiar with sustainable rating systems and to apply fundamental sustainable strategies into their project investigations. ARCH 5550 challenges students to consider the broad approach to sustainability and the application of specific strategies. The course asks students to consider the impact of material choices and buildings' mechanical, plumbing and electrical systems. Most recently, Students worked with community stakeholders to develop concepts for site and building planning of a former EPA superfund site that would reintegrate the site as a community asset and would be an example of sustainable development practices.

Special topic graduate seminars such as ARCH 5599 - Architecture and Food Systems focuses on the environmental impact that food production has on land and water resources as well as climate change. ARCH 5599 Historic Preservation introduces students to the concepts of reusing existing structures to reduce impacts from demolition and landfilling of existing materials, and from sourcing of new building materials. Preservation in urban, town, neighborhood planning, and rural contexts; Common preservation strategies and initiatives and understanding of community-based preservation efforts are presented as critical concepts for ethical and responsible design decision making.
ARCH 3010 and 5560 introduces foundational theories and LEED test preparation. The courses stress ethical decision making and focus students on the complex global conversation surrounding production and consumption of water, food, and energy, the impact of waste, and the need to build resiliently. Over the past decade 100% of M. Arch students have graduated from the program having earned LEED Green Associate and/or LEED AP credentials.

Faculty members demonstrate sustainable design expertise both through curricular and extracurricular activities. Faculty members whose courses focus on sustainable design principles have earned sustainable credentials and have led or participated in sustainable design projects in professional practice. Faculty members regularly engage in interdisciplinary discourse regarding the importance of sustainability. A graduate faculty member gives an annual presentation to the university Honors program on sustainability.

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

Program Response:
The architecture program embraces the AIA's position that "the architecture profession must be as diverse as the world we serve." Our goal is to create a climate of opportunity and fairness and cultivate ideas and practices that give everyone a voice. The program recognizes the challenges of being located in one of the least racially diverse states in the United States. 2020 U.S. Census demographic data

indicates that WV is 91.2% Caucasian, non-Hispanic or Latino, while the university statistics show a slightly more diverse population than the state as a whole with 11.6% of students reporting as non-white.

Appalachia and WV, however, are home to other significantly underserved populations where the university and the architecture program are having more success in providing opportunity and accessible pathways to the profession. According to recent U.S. census data WV has the second highest poverty rate (17.9%) and second lowest per capita income ($31,462) in the nation. In 2019-2020 76% of undergraduates at Fairmont State received some form of grant aid. The program recognized the even larger economic challenge for students to pursue the professional degree, primarily due to the limitations of grant and scholarship assistance. Over the past decade the architecture program has provided financial assistance to 100% of graduate students. In 2023 – 2024, 75% of the graduate students received assistance to cover over 50% of tuition cost. Recently the program designated assistance for students identified as part of a minority group. Fairmont State is among the best economic values for architectural education in the U.S., with graduate tuition and fees of $10,350 annually, opening the door for students who otherwise may not be able to study architecture.

Promoting access to education is a fundamental concern that has been a primary motivator for having a NAAB accredited program in WV. Consequently, we seek to expand this opportunity by developing articulation relationships with community colleges and other baccalaureate institutions. Presently, we are evaluating opportunities with two out of state institutions where pursuing a professional degree imposes financial difficulties on students.

Recent data from the Centers for Disease Control indicate that 36% of the adult population in WV have a functional disability, including 17% having mobility limitations. The ADA Act and Accessibility Guidelines are introduced to students in the design studios. Students develop fundamental understanding of the regulatory aspects in early studios and then apply the guidelines in subsequent studios and technical work. Coursework impresses upon the students the importance of removing architectural barriers that reduce access to the built environment. Students understand the inequalities that are imposed on individuals through the various obstacles that can exist in buildings and developed sites and the significant role of the architect in creating functional, safe, and inclusive environments in lower level courses, and apply the strategies and guidelines to creating accessible sites and buildings in the upper level and graduate courses. In spring of 2023 ARCH 1199 piloted a diversity and inclusion course where students assessed the limitations to accessibility on campus and proposed solutions to address the deficiencies.

ARCH 2010 and ARCH 2020, the History/Theory survey courses introduce students to the world cultures, religions, and architecture. ARCH 3050, Design IV introduces students to diverse cultural points of view through the study of urban context and sacred architecture. Students study the five major world religions, develop case studies and share their questions and insights to better understand belief systems and cultural and architectural implications as they are represented through the form and aesthetics of worship spaces and buildings. Students then use their research and findings to design a series of individual and communal sacred spaces. ARCH 5500 and ARCH 5550 apply principles and strategies of barrier free design to sites and structures of varying complexity that include both interior and exterior environments.

The program recognizes that there is considerable work to do and that turning aspiration into action is critical. While there are significant hurdles, namely the demographics of our state, the program is making concerted efforts to focus on opportunities for improving diversity.
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 an architectural position influenced by a broad spectrum of experiences that inform their points of view.

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:
Fairmont State University was founded as a normal school, or teachers' college, and our history is rooted in excellence in teaching. We are not an R-1 institution. As a small university delivering bachelor's and master's degrees our focus remains on teaching, with research as a secondary pursuit. That said, our students engage in some form of research in much of their coursework.

The program recognizes the need for faculty and students to spread knowledge to our local communities and region. 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 the way that we see our role in impacting and informing the built environment and the profession.

Our program has a reputation for educating individuals with a range of knowledge and skills that make them immediate contributors to the firms and places where they work. Students graduate with the knowledge of why and how architecture and design can make a difference, and how and why they can make a difference. Each of our faculty members is an architect who has practiced or currently practices. Thus, faculty members are uniquely positioned to emphasize the knowledge and application of trends, practices, and developments that have the broadest potential to be transformative to the people and places reached by the program.

The Mayfield Lecture introduces perspectives on innovations in architecture by inviting a noted guest speaker to campus to present and discuss diverse approaches to design, practice, and education to all students, faculty and the community at large. The Distinguished Alumni Lecture invites an accomplished graduate to share their journey from student to practitioner, and to lecture on emerging opportunities in professional practice. Alumni Workshops are conducted by recent graduates to engage students in technologies and techniques that are shaping the way ideas are explored and practiced currently, and to introduce applications for the cutting-edge tools that are available through the program.

ARCH 3010 and ARCH 5510 present sustainable design and development as a tool for post-industrial revitalization through economic growth, natural resource stewardship, and social responsibility, the proverbial "three-legged stool." Students graduate with a level of expertise and knowledge that is directly applicable to improving the circumstances of the people and communities of Appalachia. As LEED Green Associates or LEED AP's, students enter the field of architecture with knowledge-based credentials that are valued by the profession. Students in ARCH 6610 master research methodology and apply it to depth of research over a wide range of subjects. Through course work in preparation of their capstone project students demonstrate the process of conducting effective research that is foundational to project development and application of knowledge and innovation in architectural practice.

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:
As a small program we have benefited from the organic close-knit relationships that form among all members of the group. There is a common understanding shared by administrators, faculty and students alike that collaborative relationships are important and have value. Due to the collegial nature of the program, each person is empowered to have a voice, and all faculty members are approachable whether in or out of the studio.
The heart of our program is connected to its roots, having grown from just two faculty members and a few dozen students. As the program has grown, we have endeavored to maintain these characteristics. The relational nature of our program is evidenced through the rapport between students and faculty members. Students speak to professors with the same ease as to classmates, confident that they can share and receive different points of view with emotional resilience.

Our graduate program director often uses the analogy of the architect as the conductor of an orchestra, organizing the different players and making them perform in harmony, to help our students understand the role that they will have as future leaders in the profession and their communities. Students understand that design teams are composed of a variety of consultants, clients, and users all of whom benefit from leadership that builds upon the strengths and abilities of each member to create successful projects.

In the classroom we strive to encourage students to positively contribute to society through the built environment, but also as a values driven member of society. Through extracurricular activities, students have formal opportunities to expand their leadership and collaborative skills. AIAS, the Community Design Assistance Center (CDAC), and most recently Tau Sigma Delta all provide a platform to build relationships, become leaders, and to work together to define and achieve common goals. In these organizations, student leaders and members engage with the AIA, university and community groups, as well as municipal leaders. Annually during the fall semester, the AIAS hosts the AIA on campus for a day of continuing education and networking. The president of the AIAS chapter serves as a member of the Professional Advisory Committee and contributes to the direction of the program.

Our program's mission emphasizes the importance of community, many of the design studio projects focus on design problems inherent to many of our cities and neighborhoods. ARCH 5500, ARCH 5550 and ARCH 6650 explore conditions that require direct communication with a variety of stakeholders from the public, government, and professional interests. The CDAC is the outreach arm of the architecture program, integrating the learning and working environments by linking students and faculty members to community projects. As such, assists regional communities, neighborhood groups, and non-profit organizations with improvements to the built environments through planning and design assistance. Projects emphasize community revitalization and reinvestment; where possible, projects incorporate sustainable design principles. In 2023, the CDAC worked with the City of Fairmont to develop a vacant parcel in the center of downtown as a farmer's market pavilion and multipurpose event space. The group worked with the City Planning Office to develop a program for the site and building, and to establish a vision for the character of the building appropriate to the historic downtown. Upon completion of the project the team presented the project to city stakeholders in a public meeting of the city council.

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 challenges our students to see the profession of architecture as a product of the past and of the present, and to envision themselves as part of the profession of the future. The curriculum introduces the breadth of architectural history as the starting point for understanding the underpinnings of global societies and cultures. Understanding the impact of how architecture influenced, or expressed the concerns of people relative to their place in the world and time enables the students to recognize how particular trends and developments in architecture are shaping the world that they live in today. The design studios and their companion courses explore contemporary issues that require students to respond in a way that represents their place in time and their understanding of the imposing context and culture.
Looking to the future, certain contemporary concerns, such as sustainability weigh heavily on how societies and the built environment will respond and evolve. Considering such overarching issues of our present force students and faculty to ask critical questions about the potential for architecture, and themselves as individuals to have a profound impact on global outcomes.

We see lifelong learning as being much broader than the limits of design projects and traditional coursework. Our lecture programs introduce students and faculty to positions that may be very different than their own and may come from a perspective that has been informed by different circumstances.

Students have routinely told us that the travel abroad program is truly life changing, forcing them to "step outside their comfort zones" and engage with cultures, people, and places that are unfamiliar. The lessons learned from a contrasting voice, or a winding medieval street becomes part of the way that one views themselves and their environment from that point forward.

The architecture faculty members also serve as examples of lifelong learning as all the faculty members have practiced or are practicing architects and demonstrate the importance of continually striving to grow in knowledge to maintain currency in the profession. Faculty members bring a diverse range of experience to their teaching and impress on their students that the profession continues to change and that an architect must respond proactively to the challenges that we face today and that define tomorrow.

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.

Program Criteria assessment is formalized through the Taskstream by Watermark assessment platform. The attached Degree Program Assessment (2023 – 2024) for the Master of Architecture program describes methods of assessment, findings, and action plans.

3.1 Program Criteria (PC)

The program must provide:

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

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

Program Response:

Narrative:

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, and the trends of the profession. The ARCH 5540 course instructor participates in NCARB's Regional Practitioner and Educator's Conference, most recently in 2023, in Washington D.C. The ARCH 5540 course instructor is a practicing architect and participates in NCARB's Regional Practitioner and Educator's Conference, most recently in 2023, in Washington D.C.

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, and non-traditional roles. During the fall of 2024, Guest lecturers will include: A structural engineer of an engineering firm, a Construction Manager for a Design/Build firm, an architecture firm principal, a sole proprietor, a non-traditional practitioner, and a City Planner.

While design studio courses develop 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 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.

ARCH 3060 (elective portfolio course) further prepares students for the process of seeking a job and the experience of entering and growing in the practice environment. In the course, students develop a portfolio of their work, develop their curriculum vitae and begin the process of establishing a professional network.

The Architect Licensing Advisor provides two formal workshops annually to introduce the profession and familiarize students with the AXP. Adjunct Professor Marsha Benson, AIA, recently replaced Josh Lyons, AIA who had served as the program's Architecture Licensing Advisor (ALA) for Six years. Marsha carries on the standard of being 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. The ALA attends the biennial NCARB Licensing Advisors' Summit to learn and share best practices with other licensing advisors.

Each semester, the AIAWV collaborates with the AIAS to encourage students to network with design professionals at an on-campus meeting and educational event, as well as 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 cross disciplinary nature of architectural practice.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:

Narrative:

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 fundamental and foundational studios **(ARCH 1000, 1050, 2000, 2050)** where principles are introduced; intermediate/advanced studios **(3000, 3050, 4000,** and **4050)** where design thinking is reinforced, and advanced/graduate studios **(ARCH 5500, 5550,** and **6650)** where principles concepts are mastered. 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.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
Ours program instills in the students a holistic understanding of 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 understanding and application 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 breadth of sustainable design, initially through the introduction and discussion of formative theories, 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. Students who have taken both courses have prepared for and taken the LEED AP, BD+C exam with an 80% pass rate.

Architecture studio instructors set an example and expectation for responding to resource challenges through recycling. The AIAS facilitates a studio recycling effort.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
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, 5510** 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 a sequence of two-semester-long 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. Urban design principles and theories are explored.

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 community revitalization and preservation, and explores more recent/current topical discourse in community and urban design.

ARCH 5599 – **Historic Preservation** (elective course) has been piloted during the fall semester beginning 2022 to be developed for integration as a designated elective or required course. The topic is presented as a Study of restoration and preservation practices, including economic, social, and legal aspects involved designing for the reuse of historic structures.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
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. The course is designated as a university writing intensive course.

ARCH 5510 explores architectural concepts within the context of small cities. 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 students pursue areas of individual interest through architectural design projects that are investigated through integrating research, critical thinking, design, and representation.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
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. Both required and elective courses often work with off-campus stakeholders.

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** stresses collaboration. Here, student projects provide foundational knowledge and skills needed to communicate as an architectural team. Since the fall 2021 semester, the students have collaborated as interdisciplinary teams with landscape architecture students from West Virginia University on regional projects that focus on redevelopment of brownfield sites. **ARCH 4000** requires student teams to conduct pre-design activities to develop the semester project parameters. **The ARCH 5500** graduate studio focuses on projects that engage community organizations and work across various existing and regulatory 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 most recently Tau Sigma Delta. Students also 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.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
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 are prioritized in the interactions among students, faculty, and staff. Especially among the faculty in the Department of Architecture, Art + Design and Architecture program, the studio culture 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. Our program encourages general health and well-being, work-school-life balance, and professional conduct. Faculty members design projects to give students ample class time to complete the work without mandating "all nighters" as a studio rite of passage. 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 2022. learning-teaching-culture-policy.pdf (fairmontstate.edu)

The review of the Studio Culture Policy (two-year cycle assessment) 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.

Studio Guest Contributors:

Critics	Lecturers
Adam Rohaly, AIA, LEED AP	Mike Howell, PE, SE,
Travis Howard, AIA	Greg Eddy, AIA, CM
John Edward Porter, AIA, LEED AP	Shae Strait, City Planner
William Yoke, AIA	Meagan Liss, Design Strategy Lead
Philip Cole, Landscape Designer	Matthew Breakey, AIA, Project Manager
Joshua Frick, AIA	Vincent Gonzaga, Principal Architect
Haley Kafana, Project Designer	James Jessmer, AIA, Project Architect
Garrett Harbor, Project Designer	
Phoebe Patton Randolph, AIA, Principal Architect	
Jody Driggs, AIA, Principal Architect	

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:

Narrative:

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.

Our program recognizes the importance of educating a diverse cohort of students that will be able to meet the impending challenges that they will face as professionals. Recent statistics from the AIA indicate that representation of women and underrepresented racial and ethnic groups in the profession is growing. Additionally, the program recognizes unique cultural and social and economic disadvantages among many living in Appalachia.
Underrepresented groups, especially from inner cities and extremely rural areas of Appalachia often struggle with economic barriers and 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.

ARCH 5500 and **ARCH 5510**, the graduate Community Design Studio and supporting seminar frequently engage local/regional projects and meet with stakeholders from diverse backgrounds. Projects are discussed in terms of how they help support and engage user groups of different backgrounds and abilities.

ARCH 6610 in addition to exploring the meaning of research and its various methods, this course also hears from a variety of significant world architects on how they engage in research for the projects that they design for various places and cultures.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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.

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

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

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

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

Program Response:
Narrative:
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 and zoning to articulating egress components within a building and applying accessibility standards. **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. **ARCH 5550** addresses the integrated and comprehensive design process stressing that the primary duty of the registered architect is to protect the public's health, safety, and welfare.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
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.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
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.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
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.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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

The program must provide the following:

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

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

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

Program Response:

Narrative:

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.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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:
Narrative:
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.

Self-Assessment: See Taskstream Assessment Report – Appendix 4

Summary of Modifications: See Taskstream Assessment Report – Appendix 4

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 Letter of Notification of Accreditation from the Higher Learning Commission below:

Higher Learning Commission

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

July 21, 2023

Dr. Michael Davis
President
Fairmont State University
1201 Locust Ave.
Fairmont, WV 26554-2470

Dear President Davis:

This letter serves as formal notification and official record of action taken concerning Fairmont State University (the institution) by the Institutional Actions Council (IAC) of the Higher Learning Commission (HLC) at its meeting on July 17, 2023. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC continued the accreditation of Fairmont State University with the next Reaffirmation of Accreditation in 2032-33. In conjunction with this action, IAC required the following interim monitoring.

Interim Report. An Interim Report due 08/01/2025 on systematic and integrative plan development, implementation, and the reporting out of results for the areas to include institutional planning; financial planning; online and distance education; and assessment planning. The report should include demonstrated improvements in increasing a culture of data efficiency, quality, and data-informed decision making. All institutional planning efforts should include metrics that will allow units to demonstrate progress towards enrollment, retention, and persistence efforts.

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

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for the institution to review and manage information regarding its accreditation relationship. Chief Executive Officers and Accreditation Liaison Officers may download the ISR Report in Canopy at https://canopy.hlcommission.org.

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

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

Sincerely,

Barbara Gellman-Danley

Barbara Gellman-Danley
President

cc: Richard Harvey, Accreditation Liaison Officer
Linnea Stenson, HLC Staff Liaison

FSU Accreditation Status: Higher Learning Commission (hlcommission.org)

4.2 Professional Degrees and Curriculum

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

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

Program Response:

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, M. Arch 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.

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)
Core Curriculum - Fairmont State University - Modern Campus Catalog™

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

Program Response:

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

Architecture, M. Arch 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:
Programs in the Department of Architecture, Art + Design

Bachelor of Arts – Art Grades Pre-K – Adult Teaching Specialization
Bachelor of Arts – Studio Art
Bachelor of Science Graphic Design

Bachelor of Science – Architecture
Master of Architecture

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

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

Program Response:
The evaluation of preparatory education for applicants to the NAAB Accredited Master of Architecture degree 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. This includes: A completed university application form; official college transcripts that show the completion of, or pending completion of, a Bachelor of Science in Architecture, a Bachelor of Arts in Architecture, or an equivalent degree; Letters of Recommendation (LOR), a Letter of Intent (LOI); and a portfolio of design/creative work. Graduate Review Examination (GRE) scores are *not* currently required but may be in the future.

The Architecture program 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. Applicants with a GPA ranging from 2.5 to 2.75 ***may be*** considered for *Provisional Admission* at a reduced course load until their GPA improves if admission space allows. Any exceptions to these averages are determined on a case-by-case basis upon review and consideration of all aspects of an application.

Special considerations for international applicants: Transcripts from outside the United States require an official course-by-course evaluation to be sent to Fairmont State University from an approved credentialing service, and if one's native language is not English, the applicant must also submit an official English language proficiency score. Details about these requirements and more can be found at the Fairmont State, Office for Educational Pathways for International Centers and Students: https://www.fairmontstate.edu/epics/admissions/default.aspx

An additional review of preparatory education happens at the Master of Architecture program level by the program director and architecture faculty. Applicants who have completed the Bachelor of Science in Architecture at Fairmont State University are known to have already received a foundation in, and have partially fulfilled certain NAAB, Program Criteria (PC) and Student Criteria (SC) that will be subsequently fully fulfilled and completed during the Master of Architecture degree program.

Applicants to the M. Arch program who received their pre-professional degree from an institution other than Fairmont State, will have their transcript reviewed for compliance with the PC/SC covered in the BS Arch degree at FSU. Applicants will also be asked to submit course descriptions to determine content. If

there are still questions regarding content, specific syllabi may also be requested. A PC/SC Matrix from the applicant's institution may also be helpful in making the evaluations if available.

The program director and architecture faculty also review the other application materials that have been submitted: 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 the applicant's qualifications. The program also reviews the applicant's portfolio of creative/design work; and the Letter of Intent (LOI) summarizing the student's writing ability and aspirations for pursuing the Master of Architecture degree in general and at Fairmont State University specifically.

The Master of Architecture Program Director, in collaboration with the Architecture program faculty, record their assessment and findings of the application materials on an Applicant Evaluation Form. The form consists of one page for Fairmont State applicants, with an additional page, or pages, for applicants from other institutions to record the evaluation of their coursework for compliance with the PC/SC content covered in Fairmont State's BS Arch degree.

If it appears that an outside applicant is lacking any preparatory PC/SC content this will be communicated to them, and they will be allowed to provide additional supporting evidence if they wish to contest the findings. If they agree with the findings, a plan of additional coursework to meet the requirements will be specified along with a notation of any additional time that might be required to complete the M Arch degree. This plan will be communicated to the applicant along with their admissions letter so that they can plan accordingly. If there are any additional questions regarding the admission of an applicant, the program may request an interview either in person, by phone, or via a video conference.

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 *Slate* database. 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.

Master of Architecture (fairmontstate.edu)

See Applicant Evaluation Forms – Appendix 6
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.

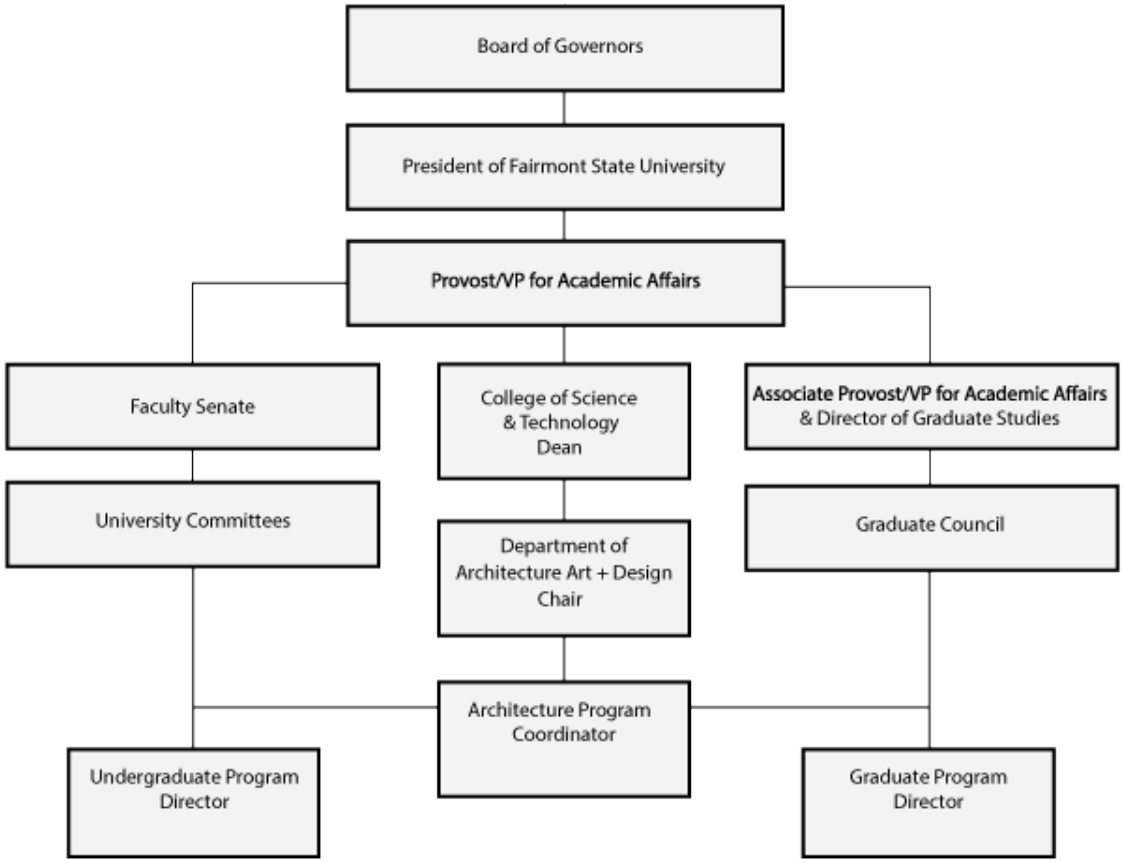
5.1.1 Administrative Structure. Describe the administrative structure and identify key personnel in the program and school, college, and institution.

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 an Executive Leadership Team consisting of the Provost, who serves as the chief academic officer, and five other leaders of operations. See *Academic Administrative Structure and Institutional Governance Flowcharts* below.

Administrative Structure and Institutional Governance



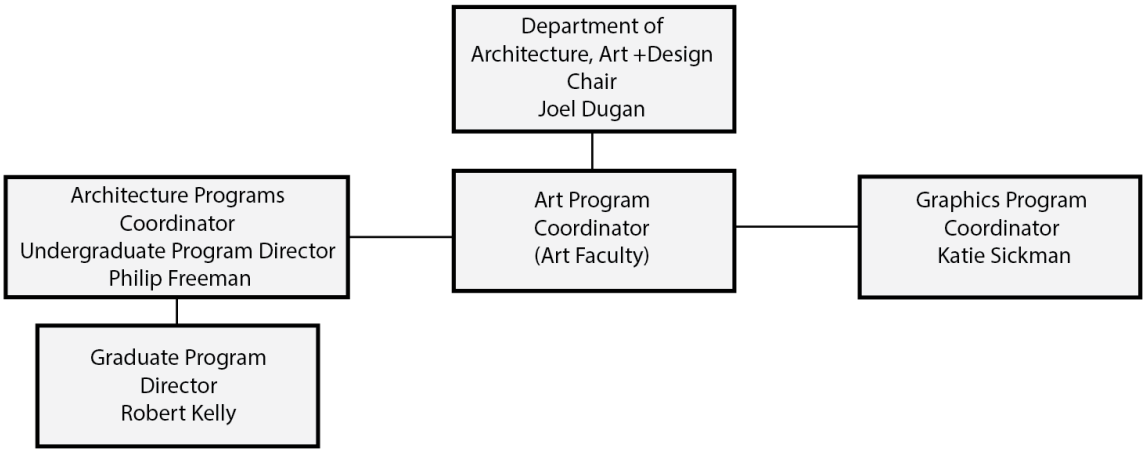
University Leadership Structure

00-university_leadership.pdf (fairmontstate.edu)

College of Science and Technology (Sci-Tech) Structure

02.5-college_of_science_and_technology.pdf (fairmontstate.edu)

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:

In December 2023 the university began the process of developing a new Strategic Plan, with implementation to begin in January 2025. The architecture program has proactively responded to the president's vision statement in our multiyear objectives. As the university's plan more fully develops and is implemented, we will continue refine and redefine overarching objectives to align with institutional ambitions. The program aligns with Fairmont State University's strategic plan President's Organizing Framework. The new strategic plan is to be launched in September 2024 Strategic Plan (fairmontstate.edu)

Having reached the monumental goal of initial accreditation, the program has shifted its continuous improvement focus to ambitious goals that will further shape the character of the program.
The Plan for Continued Accreditation (PCA) represents our multiyear strategic goals and objectives beginning with Initial Accreditation as the starting point and develops objectives and outcomes that respond to the Shared Values and University vision statement to establish a foundation for success.

The first goal, "*To positively impact communities by sharing a vision of revitalization through design intervention and introducing sustainable strategies.* focuses on design as the backbone of the student experience. This goal responds to the unique circumstances of learning, working, and living in Appalachia. In support of this goal, we have placed more emphasis on addressing the challenges and opportunities typical to post-industrial and natural environments through design studio projects. Studio projects explore particularly the matters impacting community redevelopment and sustainability of post-industrial cities and towns, common in our state and region, but also familiar to cities and towns in all reaches of the country. Students implement design thinking in a way that informs and improves these circumstances and engages the community in the process.
The design studios provide the opportunity to study and envision how design might provoke change and serve as a catalyst for revitalization and new development. The studios consider how design must serve as both the mediator and remediator of the landscape.
Collaboration is promoted as an imperative, where the process of design is informed by students, faculty, professionals, and a variety of project stakeholders. As the PCA develops, the program will endeavor to expand the influence of the design studios projects particular to each of the state's six economic regions. Additionally, the program will seek to leverage relationships with statewide architecture firms and the AIA to improve access to community design opportunities.

The second goal, *"To promote sustainable strategies as the standard for intersecting the built and natural environments."* is recognized as a common thread that runs through the curriculum. Coursework explores concepts ranging from fundamental theories in lower-level courses, to application of specific strategies in upper level and graduate courses. Course trajectories emphasize the importance of the leadership of the design professional in making sustainable design practice the standard for design and

construction. Multiyear planning considers the need for developing additional courses that increase student exposure to more advanced practices, provides learning outreach to the local communities, and invites additional voices to inform the student and professional communities. Coursework has been revisited to introduce the broad concepts of sustainability in the first-year studios and to reinforce a holistic approach through scaffolding knowledge and application in the subsequent courses. As the program curriculum is revised in the next year a required undergraduate course in sustainability will be added. While the undergraduate course will stress theory and strategy, the graduate level sustainability course will emphasize professional integration with the goal of 100% of M.Arch students graduating with a professional credential, such as the LEED Green Associate accreditation. Additionally, extra-curricular opportunities to apply sustainability through historic preservation and adaptation are being developed with the West Virginia Preservation Alliance. As the plan develops, the program will use such collaborations to provide students and faculty with hands-on experiences to revitalize and maintain the viability of historic structures within our cities and towns.

The third goal commits "*To advance diversity and broaden inclusion".* The PCA seeks to address critical issues of our region, and key among them is the disenfranchisement of individuals because of physical disabilities and economic challenges. Coursework currently familiarizes students with the Americans with Disabilities Act and Accessibility Guidelines; it's clear that more than familiarity is sufficient, and a broader approach is needed. Undergraduate courses will more pointedly address the civil rights background and necessity for universal and barrier free design, while upper level and graduate courses will apply strategies for providing opportunities for all individuals to participate in everyday activities on an equal basis.
Our program is forwarding initiatives to invite a more diverse student body that will engage in a more informed discourse. The long-range plan highlights related objectives such as recruiting students from a wider geographic area, setting aside funding to support scholarships for underrepresented groups, and working with the professional societies to increase awareness of opportunities for minority groups. Initial efforts to expand our recruiting opportunities through participating in out of area events such as the Philadelphia Architecture and Design College Fair, will be used to establish relationships where we can recruit directly with institutions seeking to matriculate undergraduate students into accredited M.Arch programs. Direct recruiting will be expanded among our region, building on recruiting networks being strengthened at the university level in areas such as Pittsburgh, Columbus, and Washington D.C.

The fourth goal, "*To expand and diversify the opportunities for students and faculty to pursue knowledge beyond the traditional curriculum,"* highlights initiatives aimed at reducing the limitations of our place in a small teaching university. The PCA proposes objectives for students and faculty to participate in opportunities beyond the traditional studio curriculum. Among the initiatives are to pursue alternative funding to expand the range of available opportunities for diverse studying and teaching, to build collaborative exchange relationships that expose students and faculty to approaches to teaching and learning settings that are different than our own institution, and to integrate tectonic learning opportunities into the curriculum. The program proposes to first initiate short-term student and faculty exchanges with regional institutions and then expand to exchange and study programs with the university international partners. Proposed curriculum revisions will facilitate multi-modal learning, recognizing the value of hands-on applications and expanding on the opportunity of a design build studio experience that introduces innovative, affordable, and sustainable revitalization practices into local communities.

The fifth goal, "To expand curricular and extracurricular opportunities to learn, teach, and gain experience and perspective." Builds upon our program's already established opportunities for collaboration, leadership and outreach. The PCA outlines opportunities to expand these values throughout the program. Projected outcomes include: Introducing and reinforcing the notion of the architect as multidisciplinary team leader, Collaborative studio requirements where selected studios will explore projects through a team approach, Formal engagement with the professional society leadership community, enhancing opportunities for student leaders to engage with the broader university leadership, and expanding project focus for greater engagement with issues relevant to the local and regional communities. Studio courses will pursue projects in collaboration with other institutions, Owner groups, and agency stakeholders introducing students to the variety of project leadership roles. As the plan

progresses the M.Arch advanced design studio will evolve into a thesis studio where projects include a focus toward issues germane to the region, enabling the students to become leaders in the critical discourse. Expanding the relationship between the AIAS and AIA, the AIAWV Young Architects coordinator and the ALA will facilitate firm led portfolio reviews and mock interviews to improve experience and opportunities for students.

The final goal, "*To enhance the value of lifelong learning*," prioritizes exploration and growth beyond one's tenure as a formal student. We encourage individuals to recognize their role in defining the future of the profession and the built environment. Program coursework allows the students to express and grow their points of view and develop a personal position on architecture that becomes the foundation for lifelong learning. Our PCA includes opportunities that engage students, alumni, and professionals in a way that nourishes their desire to continue learning. The Mayfield Lecture invites the campus community and the community at large to participate in contemporary discussions about the impact of design. The recently introduced Distinguished Alumni Lecture brings a well-practiced alumni back to campus to share their story. The lecture inspires current students and connects them with the alumni network.
After a long hiatus that began with the pandemic, the study + travel abroad program was restarted, with two alumni joining the trip. Recognizing the value of connecting students, past and present, as global citizens, the long-term plan expands the role of alumni participation in the study + travel program. In service to the professional community, and to re-engage practitioners with the historic and broad perspectives of architecture faculty will offer continuing education courses in partnership with AIAWV.

A University-wide initiative requires programs to document continuous improvement at the program and course level 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 2023-2024 academic year reporting cycle in Taskstream by Watermark:

2023-2024 Implementation

- · 2023-2024 Overall Program Assessment Strategy
- · Assessment Methods/Metrics
- · Data Collection/Analysis
- · 2023-2024 Action Plan

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.

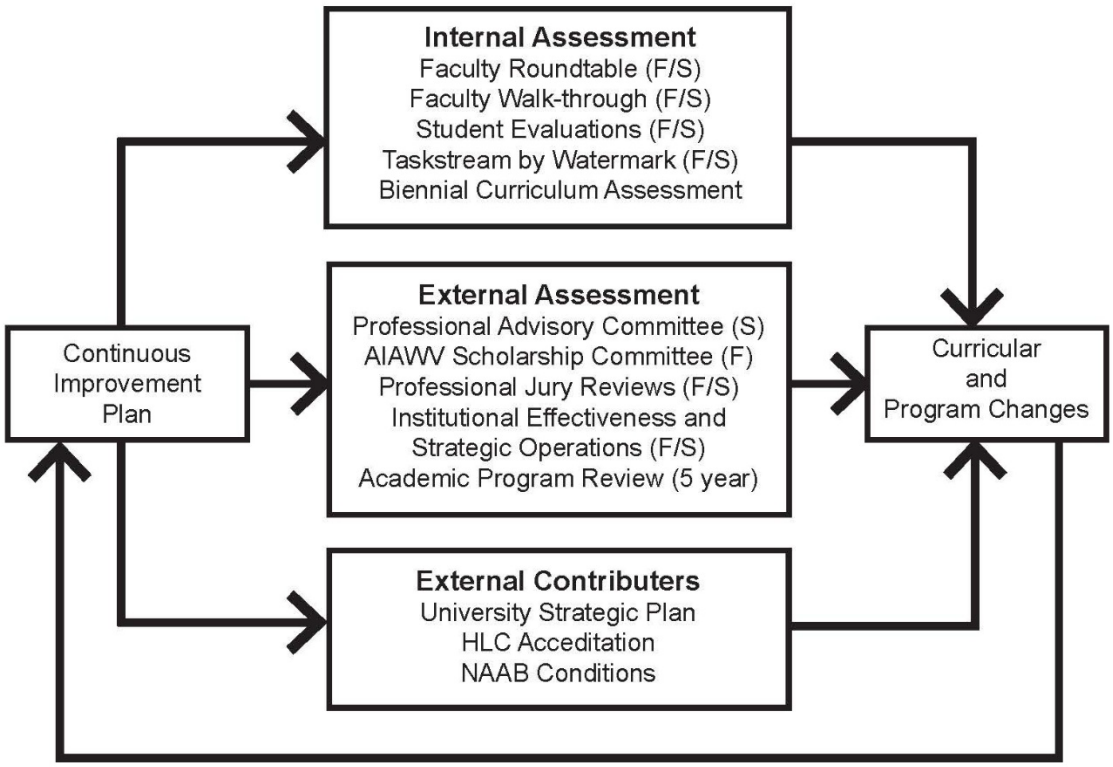
The Architecture Program's self-assessment uses several internal and external sources and methods to inform the development of long-range curricular planning and student learning outcomes/objectives.

- The Architecture core faculty meet regularly to discuss action items at the program level.
- In recent years, the University 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. 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.
  approved_as_bs_m-arch_architecture_academic_program_review_2022.pdf (fairmontstate.edu)
- 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 evolution over time. Institutional and Program planning are interrelated through a shared vision and will further align as the new University Strategic Plan is implemented. 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.



F = Fall Semester
S = Spring Semester

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

Program Response:
The program's key indicators fall into two categories, 1. Knowledge and skills needed to succeed in the profession, 2. Strategic Measures (Admissions, Enrollment, Retention, Completion), the latter being key performance indicators shared with the University. View Dashboards (fairmontstate.edu)

Key performance indicators for Knowledge and Skills are noted under Assessment Methods/Metrics in Taskstream by Watermark. Outcomes are shown as measures in Taskstream by Watermark and the Key Performance Indicators are shown as assessment methods. As an example, the following Knowledge and Skills Key Performance Indicators from the 2023-24 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 PC.2, PC.3. PC.4. PC.5, PC.6, PC.8, 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 PC.3, PC.6, SC.6 Building Integration; SC.3 Regulatory Context
Program level Direct - Student Artifact
Key Performance Indicators: LEED Green Associate 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 PC.1, PC.6, 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 PC.2, PC.4, PC.5, 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.

For Strategic Measures Key Performance Indicators are compared to University (First time graduate students) KPI's. Below is statistical information for the most recent Master of Architecture graduating cohort compared to the University. The Office of Institutional Effectiveness is evolving the way that data is collected and represented.

	University	**M. Arch Program**
Admissions Rate	95.97%	87.5%
Matriculation Rate	86.01%	100%
Enrollment		
Caucasian	90.91%	85.72%
Ethnic Minority	9.09%	14.28%
Male	41.26%	57.14%
Female	58.74%	42.86%
Completion	Not Available	100%

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

Program Response:

The program has made substantial progress in key areas, steady progress in most areas, and has faced obstacles in some areas.

Since the 2022 visit, developing a revised long-term plan the establishes aspirational goals for moving forward has been a critical area of substantial progress as it heavily influences many of the other elements of the program. The new plan aligns with the university's vision for the future while placing emphasis on the program's mission to inform and influence the built environment in Appalachia.

Since the 2022 visit, ARCH 5500, 5550, and 6650 have refined the scope of studio projects to explore conditions unique to the local and regional communities. The studios have been purposed toward the mission of using architecture to intervene in circumstances that are meaningful to a diverse range of stakeholders.

Since the 2022 visit, the program has reinforced sustainability as an overarching theme that begins in the earliest design courses and evolves to more complex applications as students move through the curriculum. ARCH 4000 and ARCH 5550 have included applications of specific sustainable strategies that are developed as part of pre-design investigations and incorporated with a level of higher sophistication through design development. ARCH 4000 requires students to explore LEED criteria and develop design solutions that incorporate strategies that would lead toward certification. ARCH 5550 explores sustainability outside of the constraints of points-based criteria by requiring students to explore more complex approaches, such as passive design strategies. As the overall curriculum is being reassessed ARCH 3010 and 5560 are being redeveloped to be piloted as courses that present material at distinct introductory and advanced levels.

Since the 2022 visit, undergraduate courses have begun to introduce the historic background and the importance of barrier free design as a necessity for an inclusive environment. Upper level and graduate courses apply the ADAAG and regulatory requirements for providing opportunities for all individuals to participate in everyday activities on an equal basis.

The program has set aside funding for diversity advancement scholarships, the first of which will be awarded this academic year to a student from underrepresented groups with financial need.

Since the 2022 visit, the program has resumed the ARCH 3085/5085 Study + Travel abroad course, studying and traveling to Spain. The course engages the students in research and discussion of architectural, historical, cultural, and social influences of a city or region, followed by travel abroad where they experience firsthand the unique characteristics of the people and place. We are assessing how to broaden the experience so that more students benefit from the experience of study and travel either through a required elective or required course.

Since the 2022 visit, the program has introduced requirements for certain studios to incorporate teamwork as a component of design projects. ARCH 3000, a design studio that emphasizes the intersection of the building and site design, works as collaborative teams of architecture students and landscape architecture students from West Virginia University. ARCH 5500 and 5550 studios work with community constituents, where the students explore portions of the project, such as pre-design as a team.
The executive leadership of the AIAS attended Grassroots Leadership Conference in Washington DC where they networked with students from around the U.S. and were introduced to new and diverse opinions and ideas about professional development. The leaders introduced lessons learned from the conference to the larger student group.

Since the 2022 visit, the program has begun to emphasize the notion of establishing one's position on architecture as an imperative for their own future professional growth. The Mayfield Lecture continues to grow as a premier venue for expanding the understanding of the impact of design thinking. The lecture provides viewpoints of nationally renowned leaders, such as Taryn Kinney, AIA in 2022, and Donna Dunay, FAIA in 2023.
2024 established the Distinguished Alumni Lecture as an opportunity for an accomplished alumni to return to campus to inspire the next generation of professionals by sharing the experiences that shaped them as a student and helped shape them as professionals. The lecture provided an opportunity to expand alumni networking, introduce students to different aspects of the discipline and encourage involvement with the campus community.

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

Program Response:
Our program has many strengths and opportunities that will contribute to continuous improvement in the coming years. This is not to say that we are without challenges now and in the immediate future. However, over the past decade we have developed a model and a process responsive to change that will continue to move the program toward fulfilling the mission of providing excellent architectural education and contributing the advancement of the profession in Appalachia. We have repeatedly overcome challenges associated with changes in administrative structure, program logistics, budget, and student recruitment and retention, demonstrating that we are an adaptive, capable, and resilient program.

As has often been cited by program reviewers, the unwavering support of our faculty, students and professional community is our greatest asset. Faculty members continue to pursue teaching excellence and give of themselves far beyond typical expectations. Our students believe in our program and are committed to the overall success, take great pride in their part in the program's accomplishments, and are excited about the future. The professional community has supported the program for decades, comprising a rich adjunct community, contributing funding and being a consistent voice of advocacy.

Ironically, faculty dedication is also a source of some of the challenges, in that, to build a successful program they have often taken on burdens that are unsustainable, and the administration has become too

at ease with each person wearing multiple hats. The program recognizes and asserts that teaching faculty should not be solely responsible for record keeping, organizing, advising, recruitment and retention efforts, and other program support activities.

Community relationships are another area of strength. The graduate studios and the CDAC have built strong ties with local communities, engaging the program with city governments and planning groups to explore projects that have real impact potential for revitalization.

Our program has a strong alumni network that has been willing and eager to participate at multiple levels. Our alumni serve on the Professional Advisory Committee, as adjunct faculty, as studio critics and guest lecturers, and offer opportunities for student mentoring and engagement. Many of the firms in the state are led by alumni, providing internship and graduate employment opportunities. Alumni led firms are our largest source of outside funding for the program.

For the last decade, and into the foreseeable future, our program has benefited from a funding model that delivers 100% of student course and program fees directly to the program. This has allowed us to provide scholarships, maintain and improve technology, and to expand curricular and extra-curricular opportunities in order to meet the rigorous requirements for continuous improvement and pursuing our strategic plan.

Like many schools and programs across the country, our institution faces the prospect of declining enrollment numbers as the college aged student population of our state and region is trending toward smaller numbers. Ironically, our program has experienced the challenge of growth over decline, unfortunately as overall student populations decline so do state appropriations. This limits our ability to hire faculty and staff to support the growth of the program.

As the program continues to grow in numbers of students we anticipate future spatial limitations. The program occupies most of the second floor of the Engineering Technology building with limited space to expand into spaces conducive to architectural pedagogy.

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 2024 meeting:

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

Jason Miller, AIA, Project Manager, Strada

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:
See Taskstream Assessment Report – Appendix 4
See M. Arch HEPC Report – Appendix 5

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.
Using information collected from assessment activities over the past several years, the program faculty recognize the need to update certain components of the undergraduate curriculum and to revisit particular elements of the graduate curriculum. Planning is underway to introduce revised curricula in 2025 – 2026.

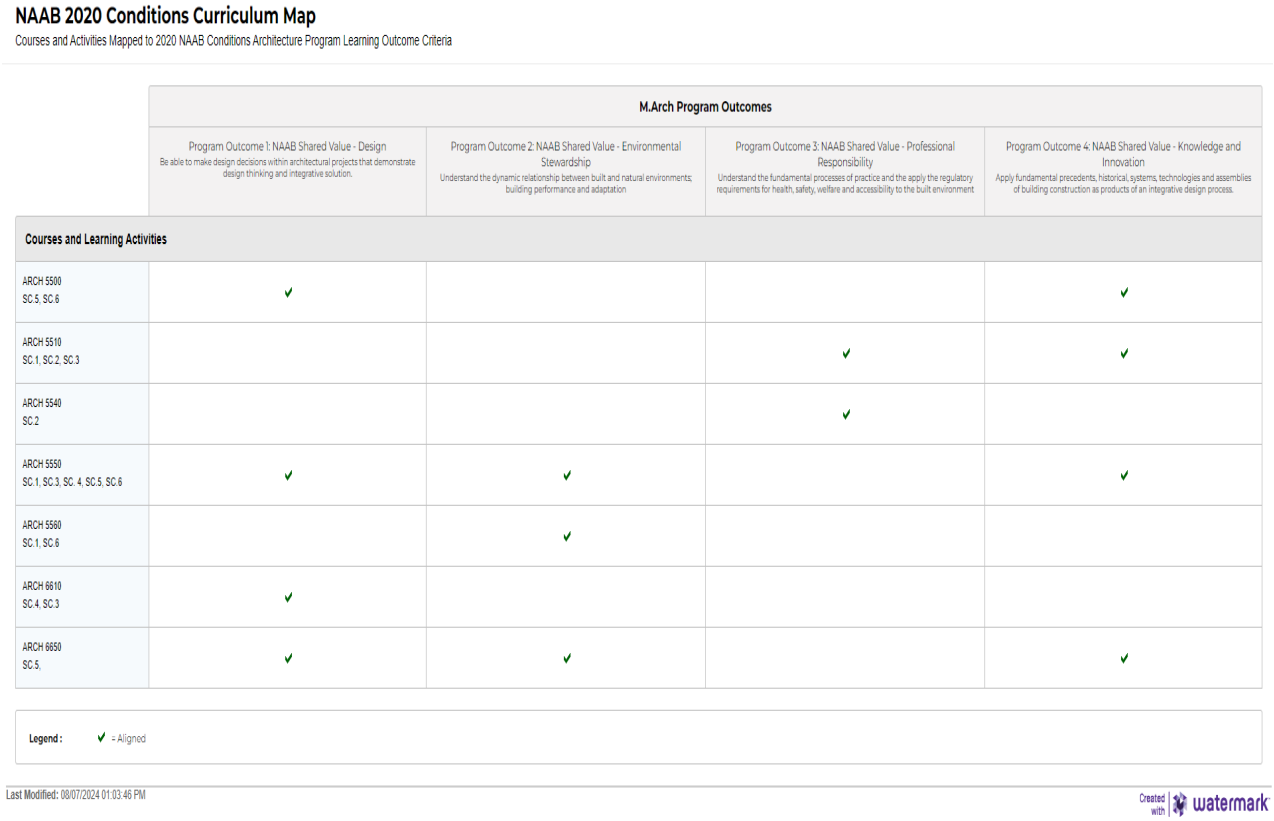
5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

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 2023-2024 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.

NAAB 2020 Conditions Curriculum Map

Courses / Activities Mapped to 2020 NAAB Conditions Architecture Program Learning Outcome 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,	✓	✓		✓

Legend: ✓ = Aligned

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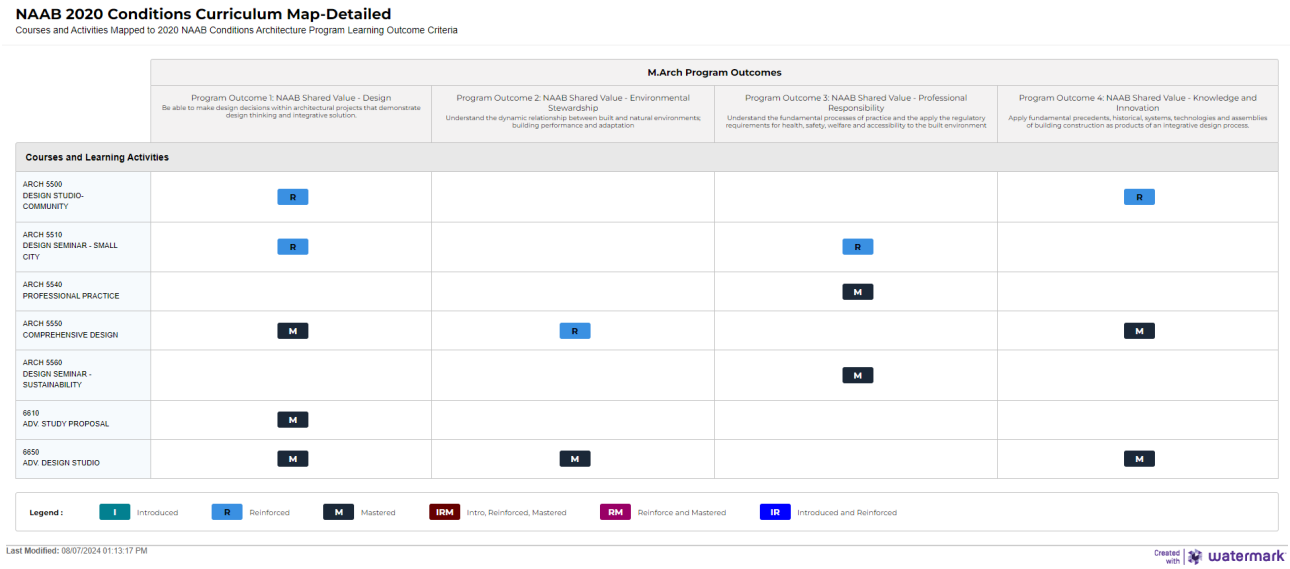
A more detailed curriculum map was also developed in Taskstream by Watermark that shows which M. Arch courses' outcomes are reinforced, mastered (or any combination of these) and is shown below. Learning Outcomes are introduced in the pre-professional curriculum.



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

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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 Programs 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 Student Affairs, and University Counsel) input regarding architecture travel decisions. Table

5.3.2 below identifies the parties in the curricular assessment process, and the roles and responsibilities of each:

Table 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.

Role	Responsibility
VP of Finance	Input regarding architecture travel decisions.
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
Programs Coordinator	Provide administrative oversite, coordinating the graduate and undergraduate programs. Coordinate assessments and curriculum development, Shared governance, Provide 5-year academic program review
AIAWV Scholarship Committee	Evaluate student work
Professional/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 Spring 2024 semester senior faculty member Kirk Morphew retired. The program subsequently made a strategic hire that filling the vacant position with at the assistant professor rank at a salary level competitive with other NAAB programs, while making the faculty demographics more reflective of the profession nationally. The program maintains four full-time and four 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 as needed. Full-time faculty teach a minimum of 12 credits per semester, maintain one office hour per day, serve as student advisors. In addition to teaching, the programs coordinator administers accreditation maintenance and general

coordination of the graduate and undergraduate programs. Part-time faculty teach 3-6 credits per semester and participate in program assessment activities. Faculty are supported to attend conferences and travel at least once per academic year.

The program has developed an administrative assistant position to reduce the administrative burden on the faculty. As given to the Dean of the college, the position would:

- Assist with organizing and maintaining NAAB records and reporting
- Assist with organizing and maintaining Taskstream for NAAB Assessment
- Support recruiting efforts, coordinate recruiting initiatives with university recruiting
- Coordinate and assist with Graduate applications and records.
- Maintain Alumni database.
- Reception focal point for Architecture prospective and current students
- Coordinate program calendar and schedule
- Manage program correspondence and inquiries
- Manage equipment and supplies, coordinate procurement
- Social Media and Website Maintenance
- Organize and coordinate travel and event planning
- Coordinate graduate assistants and UG student assistants

The Dean forwarded this request to the Provost during the spring 2024 semester.

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, served as the program's Architect Licensing Advisor from 2017-2024. Mr. Lyons attended the biennial ALA Summits and 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. Beginning in the Fall 2024 semester, Ms. Marsha Benson, AIA, NCARB, will serve as the program's Architect Licensing Advisor. In addition to conducting scheduled workshops, Marsha has coordinated a visit from NCARB to occur during the fall semester to discuss the steps to licensure, the transition from school to the profession, and the value of licensure.

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. (E.g., Professor Freeman has served on his city's planning commission for over a decade.)

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 2023-2024: pp. 40 for Sabbatical. faculty_handbook.pdf (fairmontstate.edu)
The most recent architecture faculty sabbatical was taken by Prof. Morphew during the Spring 2023 semester.

Faculty Appointment, Promotion, and Tenure
See FSU Faculty Handbook, 2023-2024: pp. 7-17 for Promotion in Rank, Faculty Appointment, and Tenure; Appendix A pp. 54 for Additional Certification Approvals faculty_handbook.pdf (fairmontstate.edu)

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 has served as the Freshman advisor, while Philip Freeman and Kirk Morphew advised Sophomores, Juniors, and Seniors through the spring of 2024. Upon Prof. Morphew's retirement Prof. Freeman has assumed the role as primary Sophomore through Senior advisor through the fall of 2024. Stacey Bowers and Philip Freeman will share Sophomore through Senior advising beginning in the spring of 2025. 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, 50% of our full-time faculty and 50% of our part-time faculty identify as female. Our faculty's gender and ethnicity correspond with our current student population and the regional demographics. As future faculty lines are developed the program will seek candidates that represent the highest aspirations of the university and the profession.

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

Program Response:
The program has expanded its recruiting beyond the traditional boundaries into surrounding states, for example, attending the Philadelphia Architecture and Design College Fair. Additionally, the program is working to develop focused efforts and partnerships with community colleges and undergraduate architecture programs.

Both the graduate and undergraduate programs have changed its 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

Those listed as pending need to be finalized. The most 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

search-guide.pdf (fairmontstate.edu)

Fairmont State University Board of Governors' policy regarding **discrimination**, harassment, sexual harassment, sexual misconduct, domestic misconduct, stalking, retaliation and relationships.

fsu_policy_ga-01.pdf (fairmontstate.edu)
fsu_policy_ga-06.pdf (fairmontstate.edu)

Fairmont State University Board of Governors' policy regarding **social justice** (currently repealed for revision)

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

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 and faculty with documented disabilities may register with the Office of Disability Services to receive accommodations.
Accessibility Services (fairmontstate.edu)

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 is 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 occupies over 5000 square feet of space on the second floor of the Engineering Technology Building. The location places both the M.Arch Program and B.S. Arch Program together on the same floor of the same building. Co-location of the graduate and Undergraduate programs facilitates peer-to-peer learning and has strengthened the identity of the architecture program. The architecture faculty offices are located within a dedicated office suite with conference and staff space adjacent to other studio and support spaces. *(See Appendix 8 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:
The program has some dedicated equipment for digital reproduction and fabrication located in or adjacent to the various studios including: Alien Ware Computers, Three large format plotters, One large format copier, a laser cutter, two 3-D printers, and CNC Router.

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 8 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 Department of Architecture, Art + Design has a dedicated maker space with additional laser cutter and 3-D printer capacity.

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. 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.

Study Spaces
The Tutoring Gallery, located on the fourth floor of the ET building, is used by the entire college as a student study room.

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 8 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. 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 facilities accommodate a variety of learning styles, leaning heavily on the studio as the energetic environment for design thinking. Design studios are organized to foster peer to peer learning through an open design that encourages interaction between different studio groups. Support spaces complement studio learning with traditional, didactic, and technology rich learning spaces. (See 5.6.1)

5.7 Financial Resources

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

Program Response:

The architecture program benefits from 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 is $400.00 per undergraduate student per semester and $400 per graduate student per semester. Funding from program and course fees was approximately $95,000 for the 2023 - 2024 academic year, up from approximately $64,000 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 2023-2024 of support from 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. A local firm is providing two $500 scholarships annually, and another has gifted $31,500 to be received over five years to use at the programs' discretion. An additional $3500.00 was raised during the 2024 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 10,600 in 2019, and 13,020 in 2022), 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 ten 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 small scale 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 eight-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.

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

6.1 Statement on NAAB-Accredited Degrees

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

Program Response:
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

2023-2024 Graduate Catalog > Accreditation
Accreditation - Fairmont State University - Modern Campus Catalog™

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. 2020 Procedures for Accreditation

6.3 Access to Career Development Information

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

Program Response:

The following resources are directly linked from the program website.
Architecture Accreditation (fairmontstate.edu)

Archinet
AIA Career Center
AIAWV
AIA Pittsburgh
NCARB

Career Development (Encova Career Development Center): Career Development & Community Engagement (fairmontstate.edu)

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 submitted since the last team visit
b) All NAAB responses to any Plan to Correct (if applicable) 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:

M.Arch.:

Requirement	Program Website Link (if applicable)
a) All Interim Progress Reports submitted since the last team visit	NA - None
b) All NAAB responses to any Plan to Correct (if applicable) 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	2023-ia-naab-decision-letter-march.pdf (fairmontstate.edu)
d) The Architecture Program Report submitted for the last visit	2022-apr-ia.pdf (fairmontstate.edu)
e) The final edition of the most recent Visiting Team Report, including attachments and addenda	2022-naab-vtr.pdf (fairmontstate.edu)
f) The program's optional response to the Visiting Team Report	
g) Plan to Correct (if applicable)	NA - None
h) NCARB ARE pass rates	ARE 5.0 Pass Rates by School | NCARB - National Council of Architectural Registration Boards
i) Statements and/or policies on learning and teaching culture	learning-teaching-culture-policy.pdf (fairmontstate.edu)
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 a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

a., b. Master of Architecture (fairmontstate.edu)

c. See Appendix 7 – M. Arch Applicant Evaluation Forms.

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 ten-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

1. PC/SC 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	

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	

YEAR THREE
PRE-PROFESSIONAL

		PRE-PROFESSIONAL COURSES YEAR 3								
		ARCH 3000	MECH 2200	ELECTIVE	ELECTIVE	ARCH 3050	ARCH 3010	CIVIL 2290	ELECTIVE	
		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	
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	

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	

GRADUATE PROFESSIONAL

		MASTER YEAR 1								MASTER YEAR 2		
		ARCHITECTURE DESIGN STUDIO - COMMUNITY	ARCHITECTURE 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	

2. Condition 4.2 Professional Degrees and Curriculum

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

M.Arch.

Undergraduate Courses if Preparatory			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARCH 1000 Design Fund. I (4)	GRFX 1111 Imaging Found. (3)	ENGL 1101 Written Eng I (3)	ART 1140 Design I 2-D (3)
ARCH 1050 Design Fund. II (4)	ARCH 1199 Special Topics (Var.)	MATH 1530 College Alg. (3)	ART 1141 Design II 3-D (3)
ARCH 2000 Design I (4)	ARCH 3001 CDAC (3)	ART 1120 Art Appreciation (3)	ART 1142 Drawing I (3)
ARCH 2010 Arch. Hist I (3)	ARCH 3010 Sustainable Des. (3)	ENGL 1102 Written Eng. II (3)	ART 2241 Drawing II (3)
ARCH 2020 Arch. Hist. II (3)	ARCH 3060 Portfolio (3)	COMM 2200 Oral Comm. (3)	ART 2245 E Foundations (3)
ARCH 2050 Design II (4)	ARCH 3080 Arch Pract I (3)	SOAR 1199 Freshman Sem. (1)	ART 2261 Painting I (3)
ARCH 2060 Bldg Tech I (4)	ARCH 3085 Study + Travel (3)	PHYS 1101 Intro to Physics (4)	ART 2283 Sculpture I (3)
ARCH 3000 Design III (6)	ARCH 3399 Special Topics (Var.)	Personal Devlmt. Elect. (3)	ART 2284 Sculpture II (3)
ARCH 3050 Design IV (6)	ARCH 4001 CDAC Mgmt (3)	Humanities Elect. (3)	ART 3341 Printmaking I (3)
ARCH 4000 Design V (6)	ARCH 4080 Arch Pract II (3)	Social Science Elect. (3)	ART 3342 Printmaking II (3)
ARCH 4030 Mech/Elec Sys. (4)	ARCH 4998 UG Research (Var.)	Citizenship Elect. (3)	ART 3345 E Intermediate (3)
ARCH 4050 Design VI (6)			ART 3363 Int. Water Media I (3)
ARCH 4060 Bldg Tech II (4)			ART 3364 Adv. Water Media (3)
MATH 1540 Trigonometry (3)			ART 3374 Art History I (3)
MECH 1100 Statics (3)			ART 3376 Art History II (3)
MECH 2200 Strength of Matl (4)			ART 3380 Art History III (3)
CIVL 2290 Structures (3)			ART 3383 Pottery I (3)
			ART 3384 Pottery II (3)
			ART 4464 Pottery III (3)
			ART 4465 Sculpture III (3)
			BSBA 2204 Principles of Mktg (3)
			BSBA 2209 Principles of Mgmt (3)
			BSBA 3306 Business Law I (3)
			CIVL 2200 Intro to Surveying (3)
			GRFX 1113 MultiMedia Cncpts (3)
			GRFX 1220 Master Doc. Des. (3)
			GRFX 1222 Internet Anim. (3)
			GRFX 2121 Graphic Design I (3)
			GRFX 2123 Photography I (3)
			GRFX 2125 Hist. of Graphic Des. (3)
			GRFX 2220 Info Graphics (3)
			GRFX 2222 Typography I (3)
			GRFX 3131 Motion Graphics (3)
			GRFX 3133 Typography II (3)
Graduate-Level Courses			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARCH 5500 Arch. Des Comm (6)	ARCH 5501/2 CDAC Ldrshp I (3)		
ARCH 5510 Arch Des Sem I (3)	ARCH 5580 Arch Pract. (3)		
ARCH 5540 Pro Practice (3)	ARCH 5585 Study+Travel (3)		
ARCH 5550 Comp. Design (6)	ARCH 6601 CDAC Ldrshp II (3)		
ARCH 5560 Sustainable Des. (3)	ARCH 6670 Arch. Hist/Theory (3)		
ARCH 6610 Adv. Study Prop. (3)	ARCH 6680 Arch Pract. (3)		
ARCH 6650 Adv. Study Des. (6)	ARCH 5599 Arch Elect. (3)		
	ART 5599 Art Elective (3)		
	MSBA 5000 MBA Essentials (3)		
	MSBA 51100 Ldrsip Wrksp (3)		
	MSBA 5120 Tcticl Hum. Res (3)		
	MSBA 5810 Proj. Mgmt (3)		
	MSBA 5820 Adv. Proj Mgmt (3)		
Total 101	Total 32	Total 32	Total
Total No. of SCH for Degree	**126 Pre-Professional + 42 Professional = 168**		

*SCH; Semester Credit Hour

3. One-Page Faculty Resumés

Name: *Marsha Benson, AIA, NCARB, LEED Green Associate, Adjunct Asst. Professor of Architecture*

Courses Taught:
ARCH 1050 Design Fundamentals II
ARCH 4050 Design VI

Educational Credentials:
BS Architecture, Fairmont State University 2010
M.Arch, North Carolina State University, 2014
Certificate in City Design, North Carolina State University, 2014

Teaching Experience:
Teaching Assistant of Architecture, North Carolina State University, 2011-2014
Adjunct Asst. Professor of Architecture, Fairmont State University, 2015 – present

Professional Experience:
Architectural Intern, Mills Group, Morgantown, WV, 2010 - 2011
Architectural Intern, The Thrasher Group, Bridgeport, WV, 2015 - 2019
Project Designer, The Thrasher Group, Bridgeport, WV, 2019 – 2021
Project Manager, The Thrasher Group, Bridgeport, WV, 2021 - Present

Licenses/Registration:
Licensed WV Architect

Selected Publications and Recent Research
Rethinking Identity – Alternatives for Post-Industrial Urban Landscapes, M. Arch Graduate Thesis, North Carolina State University, 2014

Professional Memberships:
Associate American Institute of Architects

Name: *Stacey Bowers, AIA, NCARB, Assistant Professor of Architecture*

Email: *Stacey.bowers@fairmontstate.edu*

Courses Taught: (One semester prior to visit)
ARCH 2000: Design 1: Foundation
ARCH 2060: Building Technology I

Educational Credentials:
Bachelor of Science in Architecture, Fairmont State University 2007 - Summa Cum Laude
M.Arch, University of Illinois at Chicago, 2009

Teaching Experience:
Adjunct Instructor of Architecture, Fairmont State University, 2013; 2017-2019
Teaching Assistant Professor of Interior Architecture, West Virginia University, 2021 - 2024
Assistant Professor of Architecture, Fairmont State University, 2024

Professional Experience:
Architectural and Design Intern, Vandalia Heritage Foundation, Fairmont, WV, 2003 - 2007
Intern Architect, Blackwood Associates, Inc., Fairmont, WV, 2009 - 2012
Project Architect, Blackwood Associates, Inc., Fairmont, WV, 2012 – 2014
Project Architect, MSES Architects, Inc., Fairmont, WV, 2014 – 2016
Project Architect/Project Manager, Mills Group, Morgantown, WV, 2016 – 2021

Licenses/Registration:
NCARB certification: 75361
Registered Architect: West Virginia

Selected Works
Franklin Elementary School, 2014, Architect (MSES Architects)
Camden Clark Medical Center, 2016, Architect (Mills Group)
St. Mary's Roman Catholic Church, 2017, Architect (Mills Group)
Miners and Merchants Bank, 2018, Architect (Mills Group)
Hawks Nest CCC Museum Renovations, 2021, Architect (Mills Group)
Parkersburg Children's Museum, 2021, Architect (Mills Group)

Professional Memberships:
American Institute of Architects (2009 - present)
West Virginia Society of Architects (2009 - present)

Name: *Kellie M. Cole, AIA, Assistant Professor of Architecture*

Email: *kellie.cole@fairmontstate.edu*

Courses Taught: (Four semesters prior to visit)
ARCH 1000: Design Fundamentals I
ARCH 1050: Design Fundamentals II
ARCH 1199: Special Topics in Architecture
ARCH 3000: Design III: Site
ARCH 3080: Architecture Practice Program
ARCH 4499: Special Topics in Architecture

Educational Credentials:
M.Arch, Fairmont State University, 2018
B.Arch, Virginia Polytechnic Institute and State University, 2004

Teaching Experience:
Instructor of Architecture, Fairmont State University, 2018 -2022
Associate Professor of Architecture, Fairmont State University, 2022 - present

Professional Experience:
Intern Architect, Kendall Heaton Associates, Houston, TX, 2004-2006
Architect, SMG/ Mills Group, Wheeling and Morgantown, WV, 2007-2021
Architect, Desmone, Morgantown, WV, summer 2023
Solo-practitioner Architect, Kellie Cole, Westover, WV, 2023 - present

Licenses/Registration:
Registered Architect: West Virginia, Maryland

Selected Works and Research
CHROME, Wexford, PA, 2017 (Mills Group)
Courtyard by Marriott, Morgantown, WV, 2017 (Mills Group)
The Landing Dental Spa, Morgantown, WV, 2020 (Mills Group)
Jefferson County CVB, WV, 2021 (Mills Group)
"Florence Italy's Risorgimento: How the Renaissance City Displaced and Celebrated the Jewish Community," SESAH Conference Presentation, 2023
"Uptown Upcycle: A Brownfield Regeneration Project conducted by West Virginia students," WVU and FSU Students, WV Brownfield and Mainstreet Conference Poster Presentation, 2023
"The Landing Dental Spa Sketches, CDs and Publication," J. D. Brooks Gallery Faculty Exhibit, 2023
"Hammock Stations at the Falcon Trail," Falcon Mini-Grant for design and construction, 2023
"Built Like a Greek Temple, 1837," and "Drawing White Ash," Published River and Stone Anthology, 2024
Tibbs Run Event Center, September 2022 (Solo-practitioner partnership with Paradigm Architecture)
West Virginia Botanic Garden Visitors Center and Admin Building, July 2024 (Solo-practitioner)

Professional Memberships:
American Institute of Architects, AIA, (2009 – 2021; 2024 - present)
Association of Collegiate Schools of Architecture, ACSA, (2024-present)
Southeastern Society of Architectural Historians, SESAH, (2023 – present)
LEED Green Associate (2015 – 2023)

Name: *Philip M Freeman, AIA, NCARB, LEED Green Associate, Professor of Architecture*

Email: *pfreeman@fairmontstate.edu*

Courses Taught: (Four semesters prior to visit)
ARCH 3001/4001/5501/5502: Community Design Assistance Center
ARCH 3080: Architectural Practice Program I
ARCH 3399: Special Topics Honors (elective)
ARCH 4000: Design 5: Technology
ARCH 4030: Mechanical Electrical Systems
ARCH 4060: Building Technology II
ARCH 5540: Professional Practice
ARCH 5550: Comprehensive Design Studio

Educational Credentials:
BSET Architecture, Fairmont State College 1993 - Summa Cum Laude
M.Arch, Virginia Tech, 1997 - Honors

Teaching Experience:
Instructor of Architecture, Fairmont State College, 1997 -1998
Assistant Professor of Architecture, Fairmont State University, 1998 – 2000; 2003 - 2009
Associate Professor of Architecture, Fairmont State University, 2010 - present
Professor of Architecture, Fairmont State University, 2021 - present
Professional Experience:
Intern Architect, LD Astorino, Pittsburgh, PA, 2000-2002
Head of Design, WYK Associates, Clarksburg, WV, 2002-2005
Owner, Philip M Freeman, Architect, Bridgeport, WV, 2005 – 2013
Senior Project Architect, Thrasher Architecture, Bridgeport, WV 2014- Present

Licenses/Registration:
NCARB certification: 60290
Registered Architect: West Virginia, Virginia, Pennsylvania, Maryland

Selected Works and Undergraduate Research
"Small Changes for a Large Impact- Applications"– Faculty Mentor, UG Research Grant, 2009
"The Romanian Home" – Faculty Mentor, UG Research Grant, 2010 FSU
"Small Living" – Faculty Mentor, UG Research Grant, 2012 FSU
"Water Scarcity in the American Southwest' – Faculty Mentor, UG Research Grant, 2012
Dominion Energy Regional Headquarters, 2014, LEED Gold, Architect (Thrasher)
Dominion Energy Transmission Western Headquarters, 2016-17, LEED Silver, Architect (Thrasher)
Dominion Energy Summersville City Plant, 2017, LEED Silver, Architect, (Thrasher)
Beckley Fire Station #3, 2019, Architect (Thrasher)
Hazel Ruby McQuain Park, 2021, Architect (Thrasher)
Baker Heights Fire Station, 2022, Architect (Thrasher)
MECCA 911 Center, 2023, Architect (Thrasher)

Professional Memberships:
American Institute of Architects (1998 – 2008; 2014 - present)
West Virginia Society of Architects (1998 – 2008; 2014- present)

Name: *Marco Giliberti, PhD, Graduate Adjunct Professor of Architecture*

Email: marco.giliberti@fairmontstate.edu

Courses Taught: (two semesters)

ARCH 5599 *Landscape Architecture and Food Production*

Educational Credentials:
Doctor of Philosophy in Career Technical Education, Auburn University, AL 2019
Master of Landscape Architecture, Auburn University, AL. 2013
Doctor of Philosophy in Urban Planning, Istituto Universitario di Architettura di Venezia (I.U.A.V), Italy, 2007
Bachelor and Master of Architecture, Istituto Universitario di Architettura di Venezia (I.U.A.V), Italy, 2002

Teaching Experience:
Graduate Adjunct Professor of Architecture, Fairmont State University, Spring 2020
Visiting Assistant Professor of Landscape Architecture, West Virginia University, WV, 2019-2020
Visiting Assistant Professor of Extension Education, West Virginia University, 2019-2020
Visiting Assistant Professor of Urban Planning, University of Iowa, 2009
Invited Critic/Juror, Architecture programs in Italy and the U.S.

Professional Experience:
Postdoc Fellow, West Virginia University, Davis College of Agriculture and Natural Resources January 2019- June 2020
Charrette Architect -Designing Across Divide, Exhibition- West Virginia Univ, March 28–30, 2019
Charrette Conductor– Post-Flood Richmond's Revitalization Project, WV, 2019
Grant Writer for service-learning projects incorporating The Outdoor Classroom Project which focuses on experiential outdoor learning in public school gardens, Auburn, Alabama. 2012
Charrette Facilitator – Peninsula of Mobile Redevelopment Plan, Mobile, Alabama, 2013

Licenses/Registration:
Licensed Architect, Bari, Italy, 2003

Selected Publications and Recent Research
The Campus in the Twentieth Century: The Urban Campus in Chicago: 1890 -1965 (2011)
Rethinking the Memorial in a Black Belt Landscape (2013)
Cross Regional Landscape Design and Cultural Memory (2013)
Informative Examples of Seed-to-Supper Programs in Caribbean Areas. 2018
Rethinking your Space: Design Approaches to Enhance Individual Food Security (2017)
An Illustrative Model of Farm-to-School Program: Advocating Food Safety in Light of Environmental Change in the Virgin Islands (2016)
An Illustrative Model of Farm-to-Fork Program: The Case of Southern Italy (2016)
An Illustrative Example of Seed-to-Supper Programs in Caribbean Areas. (2017)
The Learning Garden in the 21st Century (2015) Promoting Food Security Through Education: Some Examples from the Caribbean (2020).
Examining Characteristics and Barriers Affecting Diffusion of School Garden Among Alabama Agricultural Teachers (Dissertation) (2019)

Professional Memberships:
Association of Int. Agri. Education and Extension, 2016 - present Referee,
Urbani Izziv. The Journal of the Urban Planning Inst. of the Rep. of Slovenia Referee –
Farm & Business. The Journal of Agro-Economic Society
Ambassador – Caribbean Agro-Economics Society 2017-present

Name: *Robert L. Kelly, PhD, AIA, NCARB, Professor of Architecture*

Email: robert.kelly@fairmontstate.edu

Courses Taught: (Four semesters prior to visit)
ARCH 2010: Architectural History I
ARCH 2020: Architectural History II
ARCH 2050: Design II: Foundation
ARCH 5500: Community Design Studio
ARCH 5510: Community Design Seminar
ARCH 5599: Special Topics (elective)
ARCH 6610: Adv. Study Proposal Seminar
ARCH 6650: Adv. Architectural Design Studio

Educational Credentials:
Doctor of Philosophy in the History and Theory of Architecture, McGill University, 2002
Master of Architecture II, Syracuse University, 1988
Bachelor of Architecture, University of Kentucky, 1982

Teaching Experience:
Professor of Architecture, Fairmont State University, 2021 – present.
Associate Professor of Architecture, Fairmont State University, 2015 – 2021.
Instructor, Adjunct Professor, Visiting Assistant Professor, University of Kentucky, 1988-2014.
Invited Critic/Juror/Lecturer, Architecture programs throughout the US and Canada. 1987 - present.

Professional Experience:
Owner and Principal, Robert Louis Kelly Architect, Etc. 1987 to present.
Project Architect, Studio LC Architects, LLC. Chicago and Lexington, Kentucky. July 2009 – 2017.
Project Manager, W.L. Martin Construction Co. Inc. Louisville, KY. Summer 1987.
Intern Architect, Martin Hawkins Argabrite Architects, Louisville, KY. February 1985 – May 1987.
Intern Architect, Alan Hisel Architect, Lexington, KY. August 1982-February 1985.
Owner, R. Kelly Designer/Builder, Lexington, KY. August 1980 – August 1982.
Designer/Model Builder, Atelier Jose Oubrerie, Lexington, KY. Summer 1980.

Licenses/Registration:
Licensed Architect in the Commonwealth of Kentucky: 3315
NCARB Certification: 37319

Selected Publications and Recent Research
Form Follows the Saarinens: The Fine Arts Building, UK. SESAH, October 2019.
Form Follows Function at the Wenner-Gren Aeronautical Laboratory. SESAH, October 2017.
Rendered in Brick: The Architecture of Ernst Vern Johnson (1937-1957). NA6600 .R46 2014.
Mobile Architectural Research Community. AHRA, Edinburgh, Scotland, November 2009.
Poetic Making in the Cause of Architecture. Architecture and Phenomenology, Kyoto, Japan, June 2009.
In Search of Michelangelo's Tomb for Julius II. Ph.D. dissertation, NB623.B9 A655 2002a.

Professional Memberships:
American Institute of Architects
West Virginia Society of Architects
Society of Architectural Historians
Southeast Society of Architectural Historians

Name: *Kirk Morphew, AIA, NCARB, LEED AP BD+C, Professor of Architecture*

Courses Taught: (Four semesters prior to visit)
ARCH 2000: Design I: Foundation
ARCH 2060: Building Technology I
ARCH 3350: Design IV: Urban
ARCH 3060: Architecture Portfolio
ARCH 3399: Special Topics Honors (elective)
ARCH 3085/5585: Architecture Study + Travel
ARCH 5599: Architecture and Sacred Space

Educational Credentials:
AS, Building Construction Technology, College of Central Florida, 1981
AA, Liberal Arts, Santa Fe College 1982
BS, Sciences Interdisciplinary, University of West Florida 1984
M.Arch, Virginia Tech, 1990

Teaching Experience:
Instructor of Architecture, Fairmont State University, 1991 -1995
Assistant Professor of Architecture, Fairmont State University, 1995 -1997
Assistant Professor of Architecture, Fairmont State University, 2000 - 2003
Associate Professor of Architecture, Fairmont State University, 2003 – 2015
Professor of Architecture, Fairmont State University, 2015 – present

Professional Experience:
Draftsman, James Tatom Architect, Ocala, FL , 1980-1981
Draftsman/Estimator, Amspacher & Amspacher Architects, Pensacola, FL, June 1984-1986
Estimator, Larry Hall Construction, Pensacola, FL, 1986
Project Manager, CRG'd Architects/Planners/Interior Designers, JAX/Ocala, FL , 1987-1988
Project Manager, Robert Winthrop & Associates, Farmville VA, 1997-1999
Project Manager, Blackwood and Associates, Fairmont, West Virginia, 1999-2000

License/Certification/Accreditation:
Licensed Architect in Commonwealth of Virginia: 011251
Licensed Architect in West Virginia: 5751
NCARB Certification: 55964
LEED AP BD+C: 10979130

Selected Publications and Recent Research:
In Defense of Architecture: Intention, Meaning and Place, 2002 Presidential Lecture, FSU
Existential Phenomenology in the Curriculum of the Architectural Design Studio (paper for WVU 1994)
In His Dream Time He Walked (Fairmont State Publication: Cold Fire, 1991)

Professional Memberships:
American Institute of Architects
West Virginia Society of Architects

Name: *John-Edward Porter, AIA, NCARB, LEED AP, Adjunct Assistant Professor of Architecture*

Email: *John.Porter@fairmontstate.edu*

Courses Taught: (Four semesters prior to visit)
ARCH 5560: Sustainability

Educational Credentials:
B.S. in Architecture, Fairmont State University 2014
M.Arch, Miami University, 2016 - Magna Cum Laude

Teaching Experience:
Adjunct Assistant Professor of Architecture, Fairmont State University, Spring 2023-present

Professional Experience:
Sea Studio Architects, LLC, Internship, Bethany Beach, DE, 2015
Becker Morgan Group, Designer, Salisbury, MD, 2016-2017
Desmone, Architect II, Morgantown, WV 2017- present

Licenses/Registration:
NCARB certification: 101657
LEED AP, Building Design and Construction: 10991942
Registered Architect: West Virginia, Ohio, Pennsylvania, Maryland

Selected Works and Undergraduate Research
Thesis Accepted and Presented: Miami University Graduate Research Forum October 2015
Thesis Accepted: International Conference on Humanities and Educational Research 2015
Thesis Accepted: Sixth International Conference on Sport & Society: Hawaii, Manoa 2015
Datwyler Medical Supply, Middletown, DE, 2016, Designer, (Becker Morgan Group)
Showell Elementary School, Berlin, MD, 2016, Designer, (Becker Morgan Group)
JM Tawes Career Tech Center, Westover, MD, 2016, Designer, (Becker Morgan Group)
Ensinger Inc. North America Headquarters, Washington, PA, 2017, Project Manager, (Desmone)
WestRidge Leidos, Morgantown, WV, 2019, Designer, (Desmone)
Tech Forge on 47th, Pittsburgh, PA, 2019 - AIAWV Design Award, Designer, (Desmone)
- *Citation for Achievement in Architecture - New Construction*
- *Merit Awards for Achievement in Architecture - Sustainable Design*

Mountain State Brewing Company, 2019 - AIAWV Design Award, Project Manager, (Desmone)
- *Merit Awards for Achievement in Architecture - Interiors*

120 Locarna Way Residence, Pittsburgh, PA, 2021, AIAWV Design Award, Project Manager (Desmone)
- *Merit Award for Achievement in Architecture*

6K Additive Press, Powder & Processing Facilities, Burgettstown, PA, 2022, Project Manager, (Desmone)
Beech Bottom Industrial Park – Pure Watercraft, 2023, Project Manager, (Desmone)
FORM Energy, Weirton, WV, 2024, Construction Monitor, (Desmone)
WVU Innovation Center, Morgantown, WV, 2024, Project Manager, (Desmone)
WVUIC – WVU Med Pharmacy, Morgantown, WV, 2024, Project Manager, (Desmone)
WVUIC – WVU Med Center for Nursing Education, Morgantown, WV, 2024, Project Manager, (Desmone)

Professional Memberships:
American Institute of Architects 2015 - present)

Name: *Sandra Scaffidi, Adjunct Instructor of Architecture*

Email: sscaffidi@fairmontstate.edu

Courses Taught: *ARCH 5599: Introduction to Historic Preservation*

Educational Credentials:
BA History, Binghamton University, State University of New York, 1998.
MA Public History; Concentration in Historic Preservation, Colorado State University, 2001.

Teaching Experience:
Adjunct Professor, Fairmont State University, 2022-present.

Professional Experience:
Owner/Senior Architectural Historian, Practical Preservation, Fairmont, WV 2010-present.
Director of Planning and Development, City of Fairmont, Fairmont, WV 2015-2018.
Architectural Historian, The Mills Group, Morgantown, WV 2010-2015.
Assistant Director, Main Street Fairmont, Fairmont, WV 2008-2011.
Architectural Historian, KCI Technologies Inc., Mechanicsburg, PA 2001-2008.

Licenses/Registration: *N/A*

Selected Works:
Barker House Historic Structure Report, Washington Township, Ohio, (Practical Preservation).
Wright-Hunter Cemetery, National Register of Historic Place (NRHP) Nomination, Beckley, WV, (Practical Preservation).
Mount Zion Baptist Church, NRHP Nomination, Fairmont, WV, (Practical Preservation).
Valley Furnace, NRHP Nomination, Barbour County, WV, (Practical Preservation).
Downtown Greensburg Historic Survey & Design Guidelines, Greensburg, PA, (Practical Preservation).
Three-County Survey: Mineral, Morgan and Hardy Counties, WV, (Practical Preservation).
Hampshire Memorial Hospital Determination of Eligibility & Effect Report, Romney, WV, (Practical Preservation).
Architectural Survey, Bellevue Borough, Allegheny County, PA, (Practical Preservation).
Historic/Architectural Survey, Grant County, WV, (Mills Group).
Historic/Architectural Documentation: Highland Dr. Veterans Hospital, Allegheny Co., PA, (Mills Group).
Historic Structure Report, Blue Sulphur Springs Pavilion, Greenbrier Co., WV, (Mills Group).
"Defying Expectations," Wonderful West Virginia, 12/2015, (Mills Group).
"Saving the Blue," Wonderful West Virginia, 02/2015, (Mills Group).
"Eureka," Morgantown Magazine, 2013, (Mills Group).
"Lustron Houses," Morgantown Magazine, 04/2012, (Mills Group).

Professional Memberships:
Society of Architectural Historians (2022-present).
National Alliance of Preservation Commissions (2022-present).

4. Taskstream by Watermark Assessment Reports

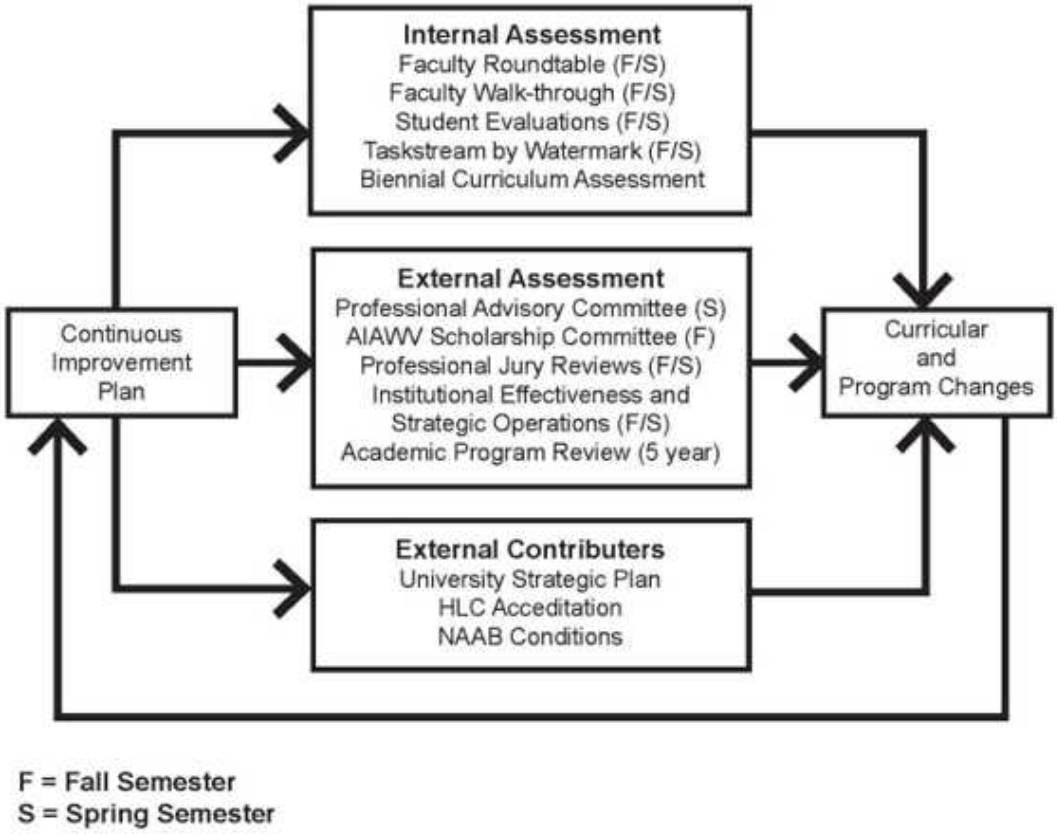
Degree Program Assessment Review and Reporting (2023-2024)

B.S. Architecture

Created on: 08/15/2024

2023-2024 Implementation

2023-2024 OVERALL PROGRAM ASSESSMENT STRATEGY



The B.S. Architecture Program uses several sources and methods to inform development of long-range curricular planning for the NAAB.

At the beginning of the term faculty a round table is conducted to set goals and expectations for each course. An end of the semester faculty walk-through is subsequently conducted to revisit and assess course level outcomes and teaching effectiveness. Full-time and adjunct faculty of the architecture program participate in the discussions focusing on progress toward the learning outcomes and the NAAB PC's and SC's throughout the academic year.

Throughout each academic term, members of the profession, the AIAWV Scholarship Committee, and community stakeholders participate in various design juries at both the undergraduate and graduate level. Participants provide tangible feedback through evaluation forms and rubrics. Feedback is reviewed and used to inform and assess course pedagogy.

The architecture program's Professional Advisory Committee (PAC) has a key role in external review of the program. The group is composed of members representing the WV Board of Architects, the AIA, 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 to the pedagogy

ASSESSMENT METHODS/METRICS

Measures

2020 NAAB Conditions Architecture Program Learning Outcome Criteria

Architecture Program Outcomes

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, PC.2 Design, PC.5 Research and Innovation, PC.8 Social Equity and Inclusion
Program level Direct - Student Artifact

Method of Assessment:	Architectural Project Presentations in the following courses: ARCH 2000, 2050, 3000, 3050, 4000, 4050.
Acceptable Target:	80% Proficiency
Ideal Target:	90% Proficiency
Method Frequency:	Semester
Key/Responsible Personnel:	Kirk Morphew, Philip Freeman, Robert Kelly, Kellie Cole

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, PC.3 Ecological Knowledge and Responsibility,PC.6 Leadership and Collaboration
Program level Direct - Student Artifact

Method of Assessment:	Architectural Project Presentations and Quizzes/Exams in ARCH 4030, ARCH 4060 LEED Green Associate Exam in ARCH 3010
Acceptable Target:	80% Proficiency
Ideal Target:	90% Proficiency
Method Frequency:	Semester
Key/Responsible Personnel:	Philip Freeman, John Porter

Outcome: Program Outcome 3: NAAB Shared Value - Professional Responsibility
Understand the fundamental processes of practice and the impact of regulatory requirements of the built environment on human health, safety, welfare and access.

Measure: NAAB SC.1 Health Safety and Welfare; SC.2 Professional Practice, PC.1 Career Paths, PC.6 Leadership and Collaboration
Program level Direct - Student Artifact

Method of Assessment:	Architectural Project Presentations in the following courses: ARCH 3000, 4000, 4050
Acceptable Target:	80% Proficiency
Ideal Target:	90% Proficiency
Method Frequency:	Semester

Key/Responsible Personnel:	Marsha Benson, Philip Freeman, Kellie Cole

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

Measure: NAAB SC.4 Technical Knowledge; SC.3 Regulatory Context, PC.4 History and Theory, PC.5 Research and Innovation
Program level Direct - Student Artifact

Method of Assessment:	Architectural Drawings in the following courses: ARCH 1000, 1050, 2010, 2020, 2060, 4060
Acceptable Target:	80% Proficiency
Ideal Target:	90% Proficiency
Method Frequency:	Semester
Key/Responsible Personnel:	Kirk Morphew, Robert, Kelly, Philip Freeman, Kellie Cole

Self Study Alternate/Mapping Narrative
No text specified

DATA COLLECTION/ANALYSIS/ACTION STEPS

Finding per Measure

2020 NAAB Conditions Architecture Program Learning Outcome Criteria
Architecture Program Outcomes

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, PC.2 Design, PC.5 Research and Innovation, PC.8 Social Equity and Inclusion
Program level Direct - Student Artifact

Method of Assessment:	Architectural Project Presentations in the following courses: ARCH 2000, 2050, 3000, 3050, 4000, 4050.
Acceptable Target:	80% Proficiency
Ideal Target:	90% Proficiency

Method Frequency:	Semester
Key/Responsible Personnel:	Kirk Morphew, Philip Freeman, Robert Kelly, Kellie Cole

Findings for NAAB SC.5 Design Synthesis; SC.1 Health, Safety and Welfare, PC.2 Design, PC.5 Research and Innovation, PC.8 Social Equity and Inclusion

Summary of Findings:	Evidence of student achievement at the prescribed level was found in student work prepared for each of the courses supporting SC.5 and SC.1., PC.2, PC.5, PC.8. Faculty members met at the end of term and determined that assessment measures were supporting the outcome. Some courses were exceeding the ideal target. Overall student work demonstrated that the courses were appropriately addressing NAAB student performance criteria. In courses where the ideal target was met it was determined that the course rubrics should be reviewed.
Results :	Acceptable Target Achievement: Exceeded
Recommendations:	Continue to develop coursework that encourages students to raise clear and precise questions, use abstract ideas to interpret information, and consider diverse points of view to pursue well-reasoned conclusions.
Action Steps for Next Academic Year:	Review course rubrics, adjust where required.

Substantiating Evidence:

- Fall Statistical Data (Adobe Acrobat Document)
- Spring Statistical Data (Adobe Acrobat Document) (See appendix)

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, PC.3 Ecological Knowledge and Responsibility,PC.6 Leadership and Collaboration
Program level Direct - Student Artifact

Method of Assessment:	Architectural Project Presentations and Quizzes/Exams in ARCH 4030, ARCH 4060 LEED Green Associate Exam in ARCH 3010
Acceptable Target:	80% Proficiency

Ideal Target:	90% Proficiency
Method Frequency:	Semester
Key/Responsible Personnel:	Philip Freeman, John Porter

Findings for NAAB SC.6 Building Integration; SC.3 Regulatory Context, PC.3 Ecological Knowledge and Responsibility,PC.6 Leadership and Collaboration

Summary of Findings:	Evidence of student achievement at the prescribed level was found in student work prepared for courses supporting SC.6 and SC.3. Faculty members met at the end of term and determined that assessment measures were supporting the outcome.
Results :	Acceptable Target Achievement: Met
Recommendations:	Continue to develop coursework that encourages students to understand the basic principles involved in the appropriate selection and application of building systems relative to the regulatory context and sustainable design considerations. Coursework should continue to demonstrate broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety and environmental systems. Environmental design considerations are a common thread through most of the program's courses. Overall student work demonstrated that the courses were appropriately addressing NAAB student performance criteria.
Action Steps for Next Academic Year:	Increase emphasis on the role of the building envelope system on the building's environmental impact.

Substantiating Evidence:

- Fall Statistical Data (Adobe Acrobat Document)
- Spring Statistical Data (Adobe Acrobat Document)

Outcome: Program Outcome 3: NAAB Shared Value - Professional Responsibility
Understand the fundamental processes of practice and the impact of regulatory requirements of the built environment on human health, safety, welfare and access.

Measure: NAAB SC.1 Health Safety and Welfare; SC.2 Professional Practice, PC.1 Career Paths, PC.6 Leadership and Collaboration

Program level Direct - Student Artifact

Method of Assessment:	Architectural Project Presentations in the following courses: ARCH 3000, 4000, 4050
Acceptable Target:	80% Proficiency
Ideal Target:	90% Proficiency
Method Frequency:	Semester
Key/Responsible Personnel:	Marsha Benson, Philip Freeman, Kellie Cole

Findings for NAAB SC.1 Health Safety and Welfare; SC.2 Professional Practice, PC.1 Career Paths, PC.6 Leadership and Collaboration

Summary of Findings:	Evidence of student achievement at the prescribed level was found in student work prepared for courses supporting SC.1 and SC.2. Faculty members met at the end of the term and determined that the assessment measures were supporting the outcome. Overall student work demonstrated that the courses were appropriately addressing NAAB student performance criteria. Understanding of supporting the welfare of the public was well demonstrated.
Results :	Acceptable Target Achievement: Met
Recommendations:	Continue to develop and provide coursework that encourages students to understand the principles for the practice of architecture, including management, advocacy, and acting legally, ethically and critically for the good of the client, society, and the public.
Action Steps for Next Academic Year:	Reinforce the varied roles of leadership at various stages of a professional design project.

Substantiating Evidence:

- Fall Statistical Data (Adobe Acrobat Document)
- Spring Statistical Data (Adobe Acrobat Document)

Outcome: Program Outcome 4: NAAB Shared Value - Knowledge and Innovation

Represent historical and fundamental precedents, systems, technologies, and assemblies of building construction, as products of an integrative design process.

Measure: NAAB SC.4 Technical Knowledge; SC.3 Regulatory Context, PC.4 History and Theory, PC.5 Research and Innovation

Program level Direct - Student Artifact

Method of Assessment:	Architectural Drawings in the following courses: ARCH 1000, 1050, 2010, 2020, 2060, 4060
Acceptable Target:	80% Proficiency
Ideal Target:	90% Proficiency
Method Frequency:	Semester
Key/Responsible Personnel:	Kirk Morphew, Robert, Kelly, Philip Freeman, Kellie Cole

Findings for NAAB SC.4 Technical Knowledge; SC.3 Regulatory Context, PC.4 History and Theory, PC.5 Research and Innovation

Summary of Findings:	Evidence of student achievement at the prescribed level was found in student work prepared for courses supporting SC.4 and SC.3. Faculty met at the end of the term and determined that assessment measures were supporting the course outcome. ARCH 2060 course journals are especially effective at conveying information about building materials and assemblies.
Results :	Acceptable Target Achievement: Met
Recommendations:	Continue to develop and provide coursework that produces technically clear drawings, outline specifications, and models illustrating and identifying the assembly of materials, systems, and components within the context of the applicable regulations.
Action Steps for Next Academic Year:	Explore expanding inclusion of detail vignette inquiries in ARCH 4060.

Substantiating Evidence:

- Fall Statistical Data (Adobe Acrobat Document)
- Spring Statistical Data (Adobe Acrobat Document)

Self Study Alternative Assessment

No text specified

Architecture Program Outcome 1-NAAB Shared Value - Design: Fall 2023 Aggregate Data

Assessed in the Curriculum (course number)	Benchmark (80% Class Average)	Assessment Results
ARCH 2000	Met	83.56%
ARCH 3000	Met	87.06%
ARCH 4000	Met	86.34%

Architecture Program Outcome 2-NAAB Shared Value – Environmental Stewardship: Fall 2023 Aggregate Data

Assessed in the Curriculum (course number)	Benchmark 1 (80 % Class Average)	Assessment Results
ARCH 4060	Met	81.25%

Architecture Program Outcome 3-NAAB Shared Value – Professional Responsibility: Fall 2023 Aggregate Data

Assessed in the Curriculum (course number)	Benchmark (80% Class Average)	Assessment Results
ARCH 3000	Met	87.12%
ARCH 4000	Met	86.34%

Architecture Program Outcome 4-NAAB Shared Value – Knowledge and Innovation: Fall 2023 Aggregate Data

Assessed in the Curriculum (course number)	Benchmark (80% Class Average)	Assessment Results
ARCH 1000	Met	90.22%
ARCH 2010	Met	87.12%
ARCH 2060	Met	80.23%
ARCH 4060	Met	81.25%

Architecture Program Outcome 1-NAAB Shared Value - Design: Spring 2024 Aggregate Data

Assessed in the Curriculum (course number)	Benchmark (80% Class Average)	Assessment Results
ARCH 2050	Met	89.57%
ARCH 3050	Met	85.70%
ARCH 4050	Met	87.65%

Architecture Program Outcome 2-NAAB Shared Value – Environmental Stewardship: Spring 2024 Aggregate Data

Assessed in the Curriculum (course number)	Benchmark 1 (80 % Class Average)	Assessment Results
ARCH 4030	Met	83.23%

Architecture Program Outcome 3-NAAB Shared Value – Professional Responsibility: Spring 2024 Aggregate Data

Assessed in the Curriculum (course number)	Benchmark (80% Class Average)	Assessment Results
ARCH 3050	Met	85.70%
ARCH 4050	Met	87.65%

Architecture Program Outcome 4-NAAB Shared Value – Knowledge and Innovation: Spring 2024 Aggregate Data

Assessed in the Curriculum (course number)	Benchmark (80% Class Average)	Assessment Results
ARCH 1000	Not Met	76.11%
ARCH 1050	Met	87.05%
ARCH 2020	Met	88.73%

Report :	Assessment Cycle Details for : Master of Architecture (MArch)
	Report Generated by Taskstream
Workspace :	Degree Program Assessment Review and Reporting (2019-current)
Assessment Plan:	2023-2024 Implementation: Assessment Methods/Metrics and Data Collection/Analysis/Action Steps
Assessment Plan Template :	Degree Program Assessment Methods/Metrics Template (2021-Present)
Report Generated :	Wednesday, August 07, 2024

Measures and Findings

2020 NAAB Conditions M. Architecture Program Criteria

Master of Architecture

Design

PC2:Design - Students should be able to participate in the design process in shaping the built environment and conveying the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.
PC.6 Leadership and Collaboration - Students should understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic
physical and social contexts, and apply effective collaboration skills to solve complex problems.
PC.7 Learning and Teaching Culture - Students should participate in a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Mapped to:

No Mapping

Measure

PC.2 Design

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Method of Assessment:

Design concepts and principles are introduced and reinforced throughout the undergraduate program. In the graduate program, students demonstrate a mastery of architectural thinking, planning, and understanding of sustainable principles through medium scale architectural projects typically within the small city context consistent with the program's emphasis on Appalachia.
The design process is formally assessed through architectural inquiries and projects in the following courses: ARCH 5500, 5550, 6650. Formal reviews of the student work are typically conducted via design reviews held several times across the semester by the instructor, with input from other program faculty, and invited local practitioners.

The Mayfield Lecture introduces students, faculty, and the community to design thinking and contributes to the understanding of the role of the designer, and design in shaping the built environment.

Acceptable Target:

80% Proficiency

Ideal Target:

Ideal Target: 90% Proficiency

Method Frequency:

Semester

Key/Responsible Personnel:

Robert Kelly, Philip Freeman

Findings

for PC.2 Design

Summary of Findings:

Evidence of student achievement at the prescribed level was found in student work prepared for courses supporting PC.2.
Faculty met at the end of the term and determined that assessment measures were supporting the course outcome.

Acceptable Target Achievement:

Met

Recommendations:

Continue to develop and provide coursework that challenges students to address varied scales, contexts and technical and regulatory implications.

Action Steps for Next Academic Year:

Place an emphasis on the importance of the design professional in making sustainable strategies an imperative component of the design process.

Measure

PC.6 Leadership and Collaboration

PROGRAM LEVEL; INDIRECT - OTHER

Method of Assessment:

The program posits that the Architect is the leader of the project team. Graphic and verbal communication skills along with principles of mutual trust and ethical conduct are introduced in the undergraduate program. Likewise collaboration and cooperation skills are introduced in the undergraduate program. The graduate program expands upon project leadership and multi-faceted collaboration. Graduate students pursue projects that require teamwork and coordination with other students, faculty, and at-large stakeholders. An emphasis is placed on community engagement and working with a variety of stakeholders in the following course and assessment occurs through observed perception across the design process and in formal reviews of student work: ARCH 5500.

The Community Design Assistance Center (CDAC) is an outreach arm of the Architecture program that works with community groups to help them develop and plan for projects, and provides design and support to help pursue funding and generate support . Graduate students participate in CDAC as a program elective. Graduate students serve as project managers, leading the team collaboration, coordinating the work, and communicating with the primary leaders of the constituent groups to build consensus and work toward project goals .

Acceptable Target:

80% Proficiency

Ideal Target:

90% Proficiency

Method Frequency:

Semester

Key/Responsible Personnel:
Robert Kelly, Philip Freeman

Findings

for PC.6 Leadership and Collaboration

Summary of Findings:
Evidence of student achievement at the prescribed level was found in student work prepared for each of the courses supporting PC.6. Faculty members met at the end of term and determined that assessment measures where supporting the outcome. Assessment of PC.6 is largely qualitative and based on perception and discussion.

Overall student participation in courses and extracurricular activities demonstrated that the graduate program provided appropriate opportunities that addressed the NAAB criteria.

Acceptable Target Achievement:
Met

Recommendations:
Continue to develop coursework that encourages students to collaborate and consider the diverse points of view of the variety of stakeholders involved in architectural projects.

Action Steps for Next Academic Year:
Develop a more formal approach for assessment that includes tools such as surveys and questionnaires.

Measure

PC.7 Learning and Teaching Culture

PROGRAM LEVEL; INDIRECT - OTHER

Method of Assessment:
Studio Culture is introduced and reinforced throughout the undergraduate program. In the graduate program students and faculty have a relationship that is more mature and is one of greater mutual contribution. The program fosters an environment of mutual respect that considers each person as an individual. The studio serves as a learning community where trust is built between students and faculty as they work toward common goals. Respect, trust and cooperation begin with the faculty. Each person carries an attitude of working toward the common good into the design studio. Architecture studios in the following courses: ARCH 5500, 5550, 6650 are a workshop where learning and teaching culture are put into practice. Studio culture values translate beyond the classroom as the foundation for positive and equitable treatment of all people.

The Studio Culture Policy is a document developed as a collaboration by the program administrator, the faculty, and the students. The Policy codifies expectations of each of the individuals as part of a community. The Policy is present physically and virtually in all design courses in both the undergraduate and graduate programs.

The Studio Culture Policy is assessed and revised biennially by the program administrator, faculty representatives, and undergraduate and graduate student representatives. The revised Policy is reviewed and approved by the faculty, undergraduates, and graduate

students.

Acceptable Target:
80% Proficiency

Ideal Target:
Ideal Target: 90% Proficiency

Method Frequency:
Semester

Key/Responsible Personnel:
Robert Kelly, Philip Freeman

Findings

for PC.7 Learning and Teaching Culture

Summary of Findings:
Evidence of a respectful learning and teaching culture was observed in the interactions between students, faculty, and administrators for each of the courses supporting PC.7.
Faculty members consistently conduct themselves in a manner that supports PC.7.
Faculty members met at the end of term and determined that assessment measures could be more formalized in supporting the outcome.
Assessing Learning and Teaching Culture is mostly qualitative.

Acceptable Target Achievement:
Met

Recommendations:
Continue to foster and encourage an environment where each party is an active participant toward forming a community of respect and optimism. Faculty continue to lead by example.

Action Steps for Next Academic Year:
Develop a more formal approach to assessment including surveys and questionnaires.

Environmental Stewardship and Professional Responsibility

PC.1 Career Paths - Students should 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.
PC.3-Ecological Knowledge and Responsibility: Students should have a holistic understanding of

Measure

PC.1 Career Paths

PROGRAM LEVEL; DIRECT - EXAM

Method of Assessment:
The undergraduate program introduces the fundamental role of The Architect as leader, collaborator and responsible for the public good throughout the curriculum. The graduate program reinforces the fundamental understanding of the Architect, while introducing the more specific regulatory and pragmatic requirements of professional practice. Various career opportunities ranging from allied disciplines to those that leverage creative thinking learned through architectural education are discussed across the curriculum.

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

Mapped to:

No Mapping

The understanding of the professional practice of architecture is formally assessed in ARCH 5540 through exams and applications. The understanding of the role of accredited professionals in sustainable design are formally assessed in ARCH 5560 through student presentations and national accreditation exams.

Beyond the curriculum, the AIA - WV chapter sponsors on campus and off campus meetings to introduce students to the profession and the professional society.

The AIAS sponsors events geared toward improving insights and knowledge of the profession and allied disciplines including firm visits and lectures.

The program's ALA conducts an introduction to the Profession and AXP workshops each semester to better inform students of the requirements and options within the profession.

Acceptable Target:

80% Proficiency

Ideal Target:

90% Proficiency

Method Frequency:

Semester

Key/Responsible Personnel:

Philip Freeman

Findings

for PC.1 Career Paths

Summary of Findings:

Evidence of student achievement at the prescribed level was found in student work prepared for each of the courses supporting PC.1.
Faculty members met at the end of term and determined that assessment measures where supporting the outcome and that the graduate program introduced students to the breadth of opportunities within the profession and the impressed upon them the importance of adding value to the profession.

Overall student work demonstrated that the coursework was appropriately addressing NAAB criteria.

Acceptable Target Achievement:

Met

Recommendations:

Continue to develop coursework that requires students to understand the complexities of professional practice, the diverse opportunities within the discipline, and the roles of complementary disciplines.
Continue to bring multi-disciplinary speakers into the discussion.

Action Steps for Next Academic Year:

Place more emphasis on the role of the design professional in promoting sustainable strategies and diversity in the profession.

Measure

PC.3 Ecological Knowledge and Responsibility

PROGRAM LEVEL; DIRECT - EXAM

Method of Assessment:

Sustainable design principles are considered and applied throughout the undergraduate and graduate programs. In the graduate program, sustainable design is approached holistically. The relationship between low impact buildings and technology driven solutions is considered, with emphasis being on site, form and material solutions . Sustainable principles are integral to each project in the design studio and are included in the overall assessment of projects in ARCH 5550.

Sustainability is presented in a broad sense from a historical and theoretical point of view that encompasses not only the built environment, but topics such as food, water, and energy resources. Specific applications toward the built environment that address the relationship between people, nature, and economics of sustainable design are discussed in focused coursework. Assessment occurs through national accreditation exams, such as the LEED Green Associate and LEED AP exams in ARCH 5560.

Acceptable Target:

Acceptable Target: 80% Proficiency

Ideal Target:

Ideal Target: 90% Proficiency

Method Frequency:

Annually

Key/Responsible Personnel:

Philip Freeman

Findings

for PC.3 Ecological Knowledge and Responsibility

Summary of Findings:

Sustainability is a consistent thread woven throughout the program even in courses and activities where it is not directly measured.
Evidence of student achievement at the prescribed level was found in student work prepared for each of the courses supporting PC.3
Faculty members met at the end of term and determined that assessment measures where supporting the outcome.
Students continue to successfully pass LEED Green Associate exam as the culmination of the ARCH 5560 course.

Leaving the program with a sustainable credential is valuable to the students.

Acceptable Target Achievement:

Met

Recommendations:

Continue to expand the requirements for students to incorporate advancing sustainable and green design principles. Continue to introduce a broadening range

of topics where sustainability is critical.

Action Steps for Next Academic Year:

Broaden the approach to sustainable design inclusion in course material throughout the program.

Equity, Diversity, and Inclusion

PC.4 History and Theory—Students should understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.
PC.8 Social Equity and Inclusion—students should understand the principles of diverse cultural and social contexts translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Mapped to:

No Mapping

Measure

PC.4 History and Theory

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Method of Assessment:

The undergraduate program introduces the range of histories and theories of architecture and urbanism as they occur across time and across the globe, driven by diverse social, cultural, economic, and political forces. In the graduate program select ideas are reviewed and reinforced with an extra emphasis on how they apply to the making of urban form. Assessment occurs through the evaluation of annotation and discussion of assigned readings and other media; and through presentations of a case-study chosen from the region in the following course: Arch 5510.

Acceptable Target:

80% Proficiency

Ideal Target:

90% Proficiency

Method Frequency:

Semester

Key/Responsible Personnel:

Robert Kelly

Findings

for PC.4 History and Theory

Summary of Findings:

Evidence of student achievement at the prescribed level was found in student work prepared for the course supporting PC.4
Faculty members met at the end of term and determined that assessment measures were supporting the outcome.
The course exceeded the ideal target.

Overall student work demonstrated that the courses were appropriately addressing NAAB criteria.

Acceptable Target Achievement:

Met

Recommendations:

Continue to improve the integration of history and theories into projects in a way that

encourages students to think about architecture and design from a broader point of view.

Action Steps for Next Academic Year:

In courses where the ideal target was met the course rubrics should be reviewed.

Measure

PC.8 Social Equity and Inclusion

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Method of Assessment:

Social Equity and Inclusion is addressed throughout the undergraduate and graduate programs. In the graduate program, coursework tends to focus on design imperatives aimed at improving equity and inclusion of those disadvantaged by physical capabilities, race, ethnicity, gender, sexual orientation and/or economic status. Assessment occurs through observed perception, architectural inquiries, and architectural projects across the design process and in formal reviews in: ARCH 5500, 5550, and 6650.

Cost for attending the graduate program is very affordable, especially in relation to other graduate programs in architecture, opening the door for architectural education to those who may otherwise be shut out. The graduate program recruits heavily in West Virginia and the Appalachian region where there is substantial inequality in economic status and a high percentage of first generation students. As many students have work responsibilities to fund their education, the graduate program recognizes the need to schedule courses to accommodate the working students.
The graduate program dedicates funding to support 50% of in state/resident tuition cost to make architectural education more affordable to students.

Acceptable Target:

80% Proficiency

Ideal Target:

90% Proficiency

Method Frequency:

Semester

Key/Responsible Personnel:

Robert Kelly, Philip Freeman

Findings

for PC.8 Social Equity and Inclusion

Summary of Findings:

Evidence of social equity and inclusion were observed as a consistent imperative in each course.
Faculty members met at the end of term and determined that initiatives at the institutional level need improvement.

Emphasis placed on improving equity and inclusion for as it relates to socioeconomic and physically disenfranchised as this is a key concern for the demographic in Appalachia.

Overall, students are sensitive and proactive regarding inclusion and equity in the classroom and are eager to develop principles in their design projects.

Acceptable Target Achievement:

Met

Recommendations:

Continue to develop opportunities across the program to introduce and expand on the rage of contexts diversity and equity are considered. Introduce concepts from the AIA Guidelines for Equitable Practice.

Develop financial assistance to improve access to the program of study for disadvantaged populations.

Action Steps for Next Academic Year:

Implement and improve financial assistance model for disadvantaged populations.

Further integrate design equity and inclusion strategies more broadly across the program.

Knowledge and Innovation

PC.5 Research and Innovation—Students to should be prepared to engage and participate in architectural research to test and evaluate innovations in the field.

Mapped to:

No Mapping

Measure

PC.5 Research and Innovation

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Method of Assessment:

The undergraduate program introduces the ideas of research and innovation across studio inquiries and projects, as well more formally in the writing of essays in the history and theory sequence. Research as a means of both documentation and innovation is emphasized and formalized in the graduate program. An urban case-study project is conducted in ARCH 5510. A study of the concept of research and research methods is addressed in ARCH 6610, along with the production of a research proposal. This research proposal is pursued and supplemented as required in ARCH 6650. Assessment across these two seminars and final studio range from annotation and discussion; to observed perception; to project presentations. Assessment for ARCH 6650 is also via design reviews held several times across the semester by the instructor, with input from other program faculty, and invited local practitioners.

Acceptable Target:

80% Proficiency

Ideal Target:

90% Proficiency

Method Frequency:

Semester

Key/Responsible Personnel:

Robert Kelly

Findings

for PC.5 Research and Innovation

Summary of Findings:

Evidence of student achievement at the prescribed level was found in student work prepared for courses supporting PC.5
Faculty met at the end of the term and determined that assessment measures were supporting the course outcome.

Overall student work demonstrated that the courses were appropriately addressing NAAB student performance criteria.
applying knowledge and technical skills to represent architectural ideas.

Acceptable Target Achievement:

Met

Recommendations:

Continue to develop and provide coursework that requires students to pursue well researched and considered conclusions that are translated into original work.

Action Steps for Next Academic Year:

emphasize innovative trends, practices, and developments that have the broadest potential to be transformative to the people and places reached by the program.

Leadership, Collaboration, and Community Engagement

PC.1 Career Paths - Students should 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.
PC.6 Leadership and Collaboration — 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.

Mapped to:

No Mapping

Measure

PC.1 Career Paths

PROGRAM LEVEL; DIRECT - EXAM

Method of Assessment:

The undergraduate program introduces the fundamental role of The Architect as leader, collaborator and responsible for the public good throughout the curriculum. The graduate program reinforces the fundamental understanding of the Architect, while introducing the more specific regulatory and pragmatic requirements of professional practice. Various career opportunities ranging from allied disciplines to those that leverage creative thinking learned through architectural education are discussed across the curriculum.

The understanding of the professional practice of architecture is formally assessed in ARCH 5540 through exams and applications. The understanding of the role of accredited professionals in sustainable design are formally assessed in ARCH 5560 through presentations and national accreditation exams.

Beyond the curriculum, AIA - WV chapter sponsors on campus and off campus meetings to introduce students to the profession and the professional society.

The AIAS sponsors events geared toward improving insights and knowledge of the profession and allied disciplines including firm visits and lectures.

The program's ALA conducts an introduction to the Profession and AXP workshops each semester to better inform students of the requirements and options within the profession.

Acceptable Target:

80% Proficiency

Ideal Target:
90% Proficiency

Method Frequency:
Annually

Key/Responsible Personnel:
Philip Freeman

Findings

for PC.1 Career Paths

Summary of Findings:
Evidence of student achievement at the prescribed level was found in student work prepared for each of the courses supporting PC.1.
Faculty members met at the end of term and determined that assessment measures where supporting the outcome and that the graduate program introduced students to the breadth of opportunities within the profession and the impressed upon them the importance of adding value to the profession.

Overall student work demonstrated that the coursework was appropriately addressing NAAB criteria.

Acceptable Target Achievement:
Met

Recommendations:
Continue to develop coursework that requires students to understand the complexities of professional practice, the diverse opportunities within the discipline, and the roles of complementary disciplines.
Continue to bring multi-disciplinary speakers into the discussion.

Action Steps for Next Academic Year:
Place more emphasis on the role of the design professional in promoting sustainable strategies and diversity in the profession.

Measure

PC.6

PROGRAM LEVEL; DIRECT - OTHER

Method of Assessment:
The program posits that the Architect is the leader of the project team. Graphic and verbal communication skills along with principles of mutual trust and ethical conduct are introduced in the undergraduate program. Likewise collaboration and cooperation skills are introduced in the undergraduate program. The graduate program expands upon project leadership and multi-faceted collaboration. Graduate students pursue projects that require teamwork and coordination with other students, faculty, and at-large stakeholders. An emphasis is placed on community engagement and working with a variety of stakeholders in the following course and assessment occurs through observed perception across the

design process and in formal reviews: ARCH 5500.

The Community Design Assistance Center (CDAC) is an outreach arm of the Architecture program that works with community groups to help them develop and plan for projects, and provides design and support to help pursue funding and generate support . Graduate students participate in CDAC as a program elective. Graduate students serve as project managers, leading the team collaboration, coordinating the work, and communicating with the primary leaders of the constituent groups to build consensus and work toward project goals .

Acceptable Target:
80% Proficiency

Ideal Target:
90% Proficiency

Method Frequency:
Semester

Key/Responsible Personnel:
Robert Kelly, Philip Freeman

Findings
for PC.6

Summary of Findings:
Evidence of student achievement at the prescribed level was found in student work prepared for each of the courses supporting PC.6. Faculty members met at the end of term and determined that assessment measures where supporting the outcome. Assessment of PC.6 is largely qualitative and based on perception and discussion.

Overall student participation in courses and extracurricular activities demonstrated that the graduate program provided appropriate opportunities that addressed the NAAB criteria.

Acceptable Target Achievement:
Met

Recommendations:
Continue to develop coursework that encourages students to collaborate and consider the diverse points of view of the variety of stakeholders involved in architectural projects.

Action Steps for Next Academic Year:
Develop a more formal approach for assessment that includes tools such as surveys and questionnaires.

Lifelong Learning

PC.4 History and Theory—Students

Measure
PC.4 History and Theory

should understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.
PC.7 Learning and Teaching Culture - Students should participate in a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.
PC.8 Social Equity and Inclusion— Students should understand principles of diverse cultural and social contexts and translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Mapped to:

No Mapping

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Method of Assessment:
The undergraduate program introduces the range of histories and theories of architecture and urbanism as they occur across time and across the globe, driven by diverse social, cultural, economic, and political forces. In the graduate program select ideas are reviewed and reinforced with an extra emphasis on how they apply to the making of urban form. Assessment occurs through the evaluation of annotation and discussion of assigned readings and other media; and through presentations of a case-study chosen from the region in the following course: Arch 5510.

Acceptable Target:
80% Proficiency

Ideal Target:
90% Proficiency

Method Frequency:
Semester

Key/Responsible Personnel:
Robert Kelly, Philip Freeman

Findings
for PC.4 History and Theory

Summary of Findings:
Evidence of student achievement at the prescribed level was found in student work prepared for the course supporting PC.4
Faculty members met at the end of term and determined that assessment measures were supporting the outcome.
The course exceeded the ideal target.

Overall student work demonstrated that the courses were appropriately addressing NAAB criteria.

Acceptable Target Achievement:
Met

Recommendations:
Continue to improve the integration of history and theories into projects in a way that encourages students to think about architecture and design from a broader point of view.

Action Steps for Next Academic Year:
In courses where the ideal target was met the course rubrics should be reviewed.

Measure
PC.7 Learning and Teaching Culture

PROGRAM LEVEL; INDIRECT - OTHER

Method of Assessment:

Studio Culture is introduced and reinforced throughout the undergraduate program. In the graduate program students and faculty have a relationship that is more mature and is one of greater mutual contribution. The program fosters an environment of mutual respect that considers each person as an individual. The studio serves as a learning community where trust is built between students and faculty as they work toward common goals. Respect, trust and cooperation begin with the faculty. Each person carries an attitude of working toward the common good into the design studio. Architecture studios in the following courses: ARCH 5500, 5550, 6650 are a workshop where learning and teaching culture are put into practice. Studio culture values translate beyond the classroom as the foundation for positive and equitable treatment of all people.

The Studio Culture Policy is a document developed as a collaboration by the program administrator, the faculty, and the students. The Policy codifies expectations of each of the individuals as part of a community. The Policy is present physically and virtually in all design courses in both the undergraduate and graduate programs.

The Studio Culture Policy is assessed and revised biennially by the program administrator, faculty representatives, and undergraduate and graduate student representatives. The revised Policy is reviewed and approved by the faculty, undergraduates, and graduate students.

Acceptable Target:

Ideal Target:

Method Frequency:

Semester

Key/Responsible Personnel:

Robert Kelly, Philip Freeman

Findings

for PC.7 Learning and Teaching Culture

Summary of Findings:

Evidence of a respectful learning and teaching culture was observed in the interactions between students, faculty, and administrators for each of the courses supporting PC.7.
Faculty members consistently conduct themselves in a manner that supports PC.7.
Faculty members met at the end of term and determined that assessment measures could be more formalized in supporting the outcome.

Acceptable Target Achievement:

Met

Recommendations:

Continue to foster and encourage an environment where each party is an active participant toward forming a community of respect and optimism. Faculty continue to lead by example.

Action Steps for Next Academic Year:

Develop a more formal approach to assessment including surveys and questionnaires.

Measure

PC.8 Social Equity and Inclusion

PROGRAM LEVEL; INDIRECT - OTHER

Method of Assessment:

Social Equity and Inclusion is addressed throughout the undergraduate and graduate programs. In the graduate program, coursework tends to focus on design imperatives aimed at improving equity and inclusion of those disadvantaged by physical capabilities, race, ethnicity, gender, sexual orientation and/or economic status. Assessment occurs through architectural projects in: ARCH 5500, 5550, and 6650.

Cost for attending the graduate program is very affordable, especially in relation to other graduate programs in architecture, opening the door for architectural education to those who may otherwise be shut out. The graduate program recruits heavily in West Virginia and the Appalachian region where there is substantial inequality in economic status and a high percentage of first generation students. As many students have work responsibilities to fund their education, the graduate program recognizes the need to schedule courses to accommodate the working students.
The graduate program dedicates funding to support 50% of in state/resident tuition cost to make architectural education more affordable to students.

Acceptable Target:

80% Proficiency

Ideal Target:

90% Proficiency

Method Frequency:

Semester

Key/Responsible Personnel:

Robert Kelly, Philip Freeman

Findings

for PC.8 Social Equity and Inclusion

Summary of Findings:

Evidence of social equity and inclusion were observed as a consistent imperative in each course.
Faculty members met at the end of term and determined that initiatives at the institutional level need improvement.

Emphasis placed on improving equity and inclusion for as it relates to socioeconomic and physically disenfranchised as this is a key concern for the demographic in Appalachia.

Overall, students are sensitive and proactive regarding inclusion and equity in the classroom and are eager to develop principles in their design projects.

Acceptable Target Achievement:

Met

Recommendations:

Continue to develop opportunities across the program to introduce and expand on the rage of contexts diversity and equity are considered. Introduce concepts from the AIA Guidelines for Equitable Practice.

Action Steps for Next Academic Year:

Develop financial assistance to improve access to the program of study for disadvantaged populations.
Action Steps for Next Academic Year: Implement and improve financial assistance model for disadvantaged populations.

Further integrate design equity and inclusion strategies more broadly across the program.

5. M. Arch HEPC Report

2023-24 Fairmont State University - Master of Architecture Program – HEPC Report

The **Master of Architecture (MArch)** degree (West Virginia's only professional degree program in Architecture) is accredited by the National Architectural Accrediting Board (NAAB).

This *Initial Accreditation* is the culmination of many years of work by the four, full-time faculty members, and the support of a few part-time adjunct faculty. The support of many practitioners and community members also aided in achieving this milestone. Phases in this process included: *Initial Candidacy,* achieved in 2018; *Continuing Candidacy,* granted in 2020; and *Initial Accreditation* status in 2022.

The term of *Initial Accreditation* is only three years so the faculty is already at work preparing for *Continuing Accreditation* which if fully successful will be for a term of eight years.

The faculty are working to compile an *Architecture Program Report* for *Continuing Accreditation* (APR-CA) which will be due by September 7, 2024. The required APR documents all aspects of the 4 + 1 ½ year combined professional degree program, including program structure, human and physical resources, evidence of how Program and Student Criteria (PC and SC) are met in the curriculum, assessment procedures, and university and program strategic plans.

The faculty will then prepare the necessary supporting documents for the *Continuing Accreditation* visit that will be scheduled for Spring of 2025. Documents for the visit will be placed in an online repository for the visiting team to access prior to the visit date. These documents will include narrative descriptions of the content of all required courses and how they address PC and SC, self-assessment of each course, course materials, and student work to support the fulfillment of the SC. Additionally, a team room will be prepared as a workspace for the visit along with a physical exhibition of work to showcase the best of the program. The program did quite well in the previous review process, exceeding the outcomes of many long-established programs, including meeting all Program Criteria and Student Criteria. Three areas were, however, found as *Not Met:* 4.3 Evaluation of

Preparatory Education (this area was previously found *met* using the same text and documentation); 5.2 Planning and Assessment (longer range planning and alignment between the program and the university were not adequately stated); and 5.4 Human Resources (the program has been operating thus far with minimal faculty and no dedicated staff which is not sustainable going forward).

The Master of Architecture Program enrolled its tenth cohort in August 2023. The program graduated seven members of its nineth cohort in December of 2023.

The Architecture Program's annual Mayfield Lecture was conducted in conjunction with a celebration of accreditation in October. Guest lecturer, Donna Dunay, AIA, spoke about the Urban form of Blacksburg, Virginia, and about an archive of female architects that she helped to establish.

The Professional Advisory Council (PAC) made up of practitioners and alumni from across the state and region, met in May of 2024 (in-person and online) to hear updates about the program and to offer their feedback about how the program is doing and what it might do better.

Across the academic year, Graduate Assistants helped guide and mentor undergraduates in their studies, including how to best utilize software, 3D printing, and laser-cutting technologies.

Faculty activities in the Master of Architecture Program include:

Director of the Master of Architecture Program and Professor, Robert Kelly, attended a number of online development activities as well as in-person symposia across the academic year. He also served as a reviewer for abstracts and papers submitted to the Association of Collegiate Schools of Architecture (ACSA) annual conference.

Professor Philip Freeman, who regularly practices part-time, served as architect for a number of significant projects including: the Benedum Airport in Bridgeport, the FBI/DEA FlexOp Center in Quantico, and the Hazel Ruby McQuain Park in Morgantown. This

invaluable experience of staying current with the profession allows Prof. Freeman to directly transfer his knowledge to the graduate students in the Comprehensive Design Studio where they learn the full process of making a building from establishing a program to assembling construction documents.

The Architecture Program also continues to regularly contribute to the betterment of West Virginia through the scholarship of engagement in the form of design assistance and design proposals for schools, non-profits, other institutions, and community redevelopment; both within graduate design studios and within the Community Design Assistance Center (CDAC). Graduate students typically provide leadership to the undergraduates in CDAC efforts. Projects undertaken by CDAC have included research of the history and existing conditions of Locust Avenue, and Merchant Street in Fairmont, WV and subsequent design investigations responding to the findings. Additionally, the students provided design solutions for the Woodlawn Cemetery office, and the Fairmont Farmer's Market pavilion, which was presented to the Fairmont City Council for their consideration.

Sandra Scaffidi, an Adjunct Instructor and Historic Preservation Professional, once again taught a graduate seminar that provided an introduction to topics in Historic Preservation including identifying, researching, and documenting historic structures, as well as tax credit parameters for their rehabilitation.

The combined 4 + 1 ½ year professional degree program continued to see growth in both the undergraduate and graduate program enrollments. The graduate program anticipates continued growth in enrollment, both from the program's own undergraduates continuing into the graduate program and from transfers from other institutions, especially now that the program has received *Initial Accreditation* and anticipates *Continuing Accreditation* in 2025.

Enrollment Report	**2023-24**	**To Date**
	10	30

Graduate Degree Report	**2023-24**	**To Date**
	7	27

Courses Offered 2023-24

ARCH 5500	Arch Design Studio – Community Design	Fairmont/MTWR 1:30-3:30
ARCH 5501	Com. Design Assist. Ctr. (CDAC) Leadership I	Fairmont/TR 12:30-1:30
ARCH 5502	Com. Design Assist. Ctr. (CDAC) Leadership II	Fairmont/TR 12:30-1:30
ARCH 5510	Arch Seminar I – Community Design	Fairmont/M 4:00-6:30
ARCH 5540	Professional Practice	Fairmont/TR 4:30-5:45
ARCH 5550	Comprehensive Design Studio	Fairmont/MTWR 1:30-3:30
ARCH 5560	Arch Design Seminar II – Sustainability	Fairmont/TR 3:30-4:45
ARCH 5599	Special Topics – Arch & Food Systems	Fairmont/W 4:00- 6:30
ARCH 5599	Special Topics – Intro to HP	Fairmont/W 4:00- 6:30
ARCH 5599	Special Topics – Ind Research	Fairmont/TR 4:30-5:45
ARCH 6601	Com. Design Assist. Ctr. (CDAC) Leadership III	Fairmont/TR 12:30-1:30
ARCH 6610	Advanced Study Seminar	Fairmont/M 4:00-6:30
ARCH 6650	Advanced Architecture Design Studio	Fairmont/MTWR 1:30-3:30

6. M. Arch Applicant Evaluation Forms

Master of Architecture Applicant Evaluation Form - Part I - General Requirements

2024-06

Name _____ ID No._____

Address_____

_____

Phone_____Email_____

Undergraduate Institution_____Degree_____

Graduation Date_____ Official Transcripts(Y/N) _____GPA_____

GRE_____ TOEFL_____ Other Evaluations_____

1. Recommendation Letter (comments) _____

_____

2. Recommendation Letter (comments) _____

_____

3. Recommendation Letter (type/comments) _____

_____

Letter of Intent (comments) _____

_____

_____

Portfolio (comments) _____

_____

_____

_____

Notable Work Experience / Additional Comments_____

_____

_____

_____

_____Use Additional Page if Required

Master of Architecture Applicant Evaluation Form - Pt II – Preparatory Education

2024-06

Name_____ ID No._____

Require Course Descriptions (Y/N) _____Require Syllabi (Y/N) _____

Fairmont State Pre-professional BS ARCH Courses + Evaluations/Equivalencies

The following is a listing of FSU courses that introduce and at least partially fulfill NAAB Student and Program Criteria along with an evaluation of your matching pre-professional degree transcript and the courses (if any) that you will be required to take in addition to the standard Master of Architecture curriculum.

Courses	Credits	Equivalent Courses
ARCH 1000 Design Fundamentals I (free-hand drawing)	[4]	_____
ARCH 1050 Design Fundamentals II (intro to software)	[4]	_____
ARCH 2000 Design I (Foundational Design)	[4]	_____
ARCH 2050 Design II (Foundational Design)	[4]	_____
ARCH 3000 Design III (Site Emphasis)	[6]	_____
ARCH 3050 Design IV (Urban Conditions)	[6]	_____
ARCH 4000 Design V (Technology Emphasis)	[6]	_____
ARCH 4050 Design VI (Design/Build Emphasis)	[6]	_____
ARCH 2010 History I (Beginnings - 1400)	[3]	_____
ARCH 2020 History II (1400 - present)	[3]	_____
ARCH 2060 Building Technology I	[4]	_____
ARCH 4060 Building Technology II	[4]	_____
ARCH 4030 Mechanical & Electrical Systems	[4]	_____
MECH 1100 Statics	[3]	_____
MECH 2200 Strengths of Materials	[4]	_____
CIVL 2290 Introduction to Structures	[3]	_____

Additional Comments _____

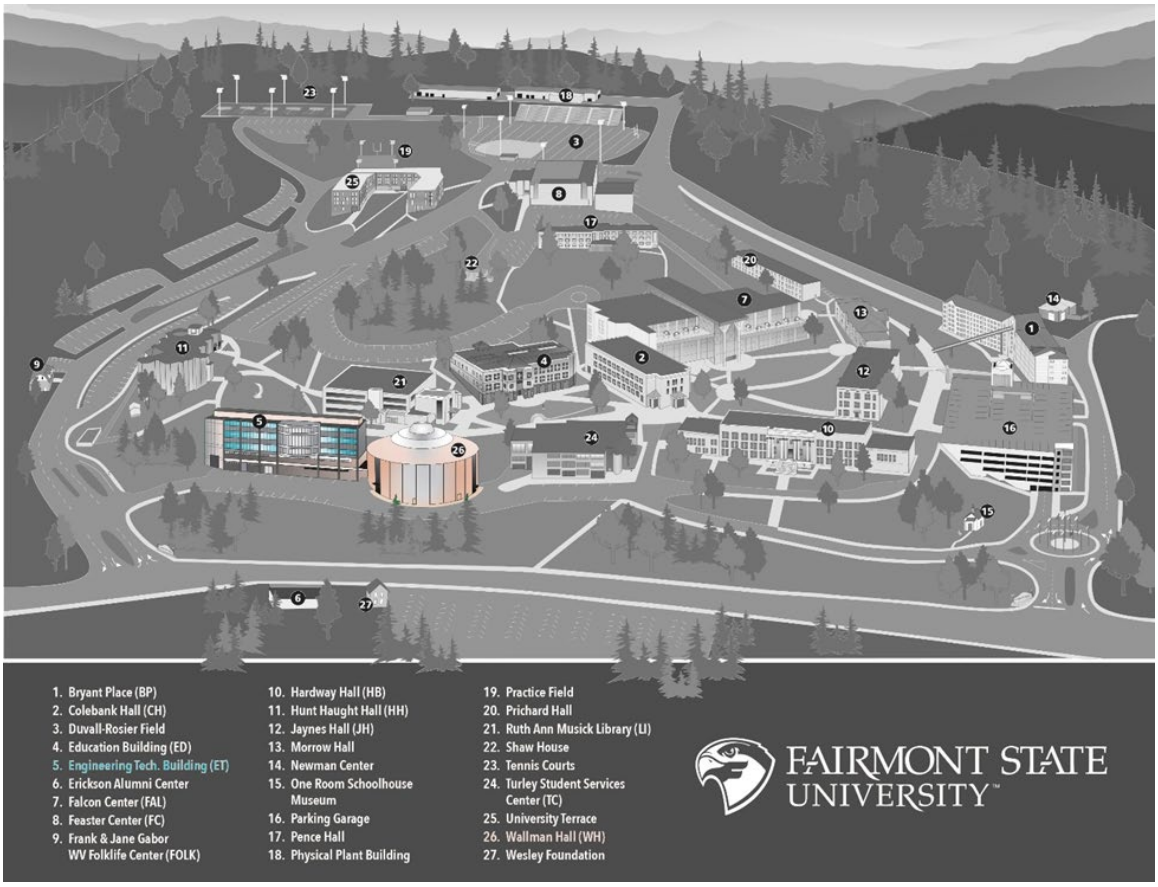
_____

_____

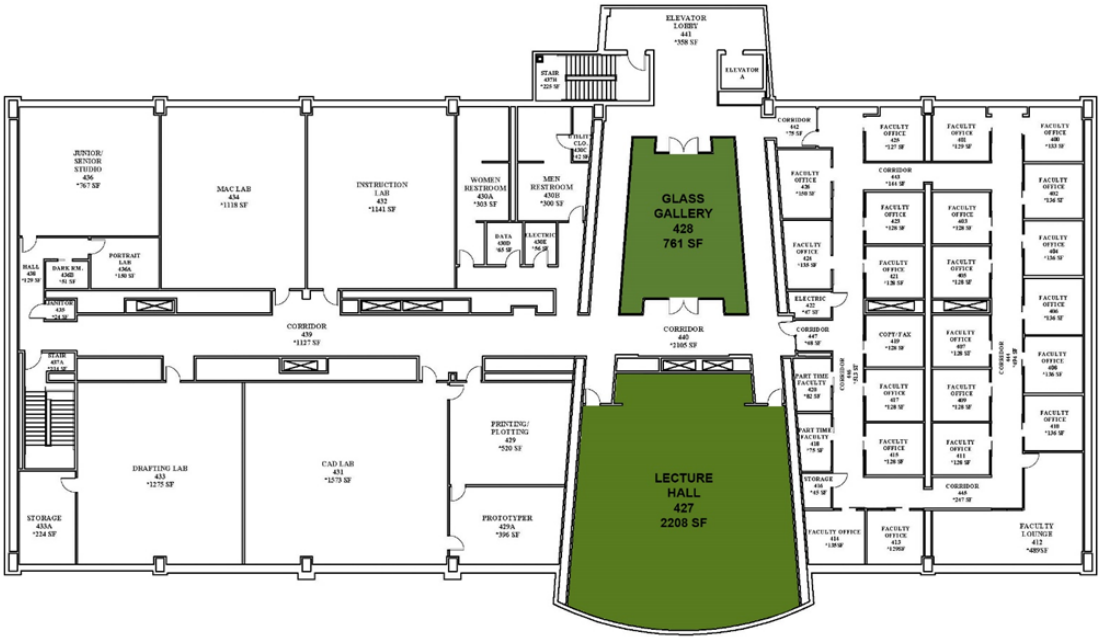
_____Use Additional Page if required

7. Physical Resources

Campus Map

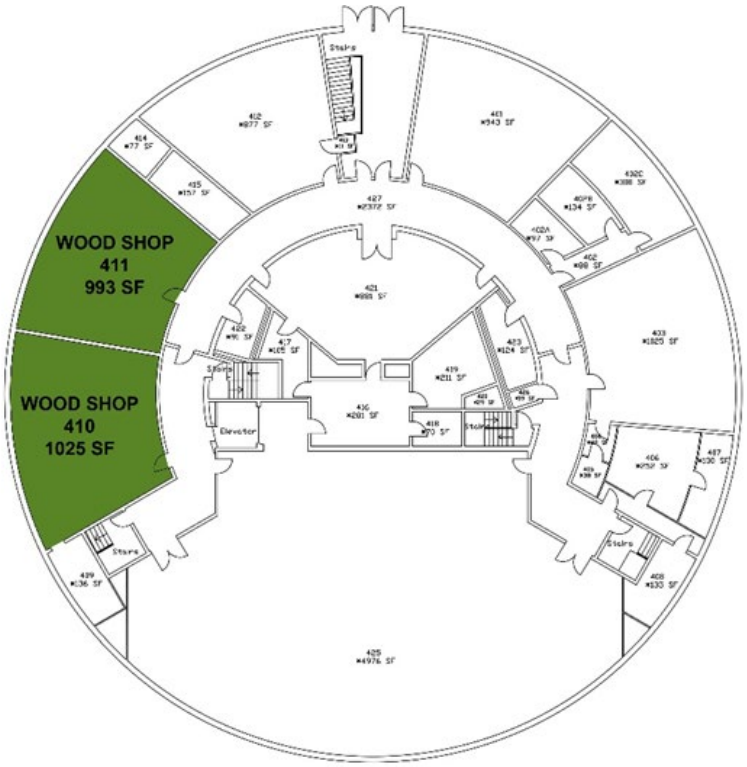

1. Bryant Place (BP)
2. Colebank Hall (CH)
3. Duvall-Rosier Field
4. Education Building (ED)
5. Engineering Tech. Building (ET)
6. Erickson Alumni Center
7. Falcon Center (FAL)
8. Feaster Center (FC)
9. Frank & Jane Gabor WV Folklife Center (FOLK)
10. Hardway Hall (HB)
11. Hunt Haught Hall (HH)
12. Jaynes Hall (JH)
13. Morrow Hall
14. Newman Center
15. One Room Schoolhouse Museum
16. Parking Garage
17. Pence Hall
18. Physical Plant Building
19. Practice Field
20. Prichard Hall
21. Ruth Ann Musick Library (LI)
22. Shaw House
23. Tennis Courts
24. Turley Student Services Center (TC)
25. University Terrace
26. Wallman Hall (WH)
27. Wesley Foundation
FAIRMONT STATE UNIVERSITY

Engineering Technology Building
4th Floor

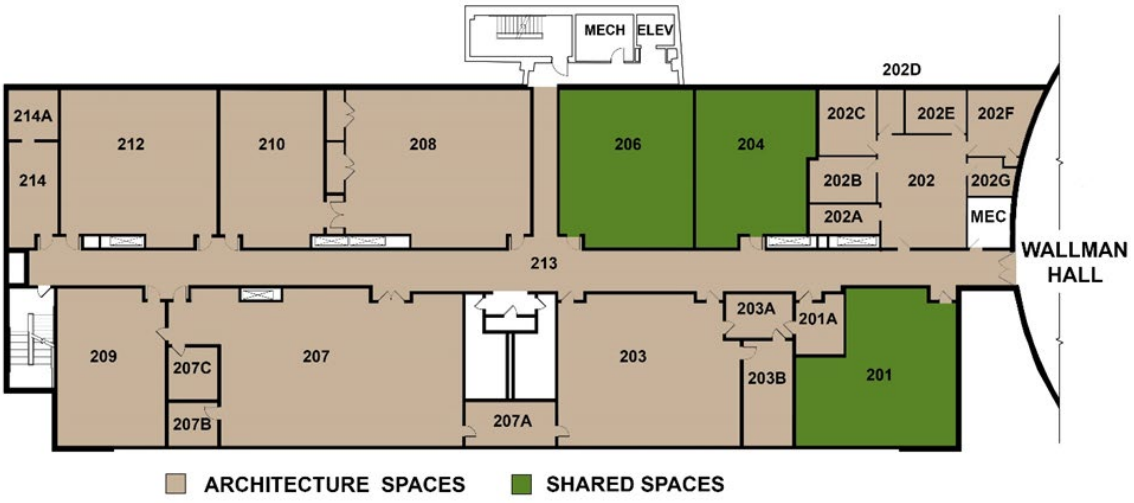


ARCHITECTURE SPACES SHARED SPACES

Wallman Hall
4th Floor



Engineering Technology Building (Architecture Wing)
2nd Floor



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

Engineering Technology Building
1st Floor

ARCHITECTURE SPACES SHARED SPACES