



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

Initial Candidacy Visiting Team Report

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

The National Architectural Accrediting Board
April 7-11, 2018

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

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

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I. Summary of Visit

a. Acknowledgments and Observations

The team wishes to thank the program and the university for their hospitality, warm welcome, and making the visit occur with ease.

The visiting team found **Collaboration and Leadership, Stewardship of the Environment and Community** and **Social Responsibility** woven throughout the program. The program overall seeks to create a school where the environment is collaborative by nature.

Core Faculty is dedicated to the success of the program, and this commitment is well-recognized throughout the university from students to administration.

Adjunct faculty and allied partners in the profession are contributing energy and a unique perspective to drive the success and richness of the program.

A positive student culture is evident as current students speak and note contributions of the faculty and profession. A spirit of collaboration and shared learning defines the culture of this program.

The university president, provost, associate provost/director of graduate studies and dean enthusiastically endorse the program and its activities. Pledging support, they see the program helping to define a new stance for the university.

The enthusiasm and support of city officials, including the City Manager and the Director of Planning and Development, defines the contributions the school has already made to the community. The City of Fairmont looks forward to future opportunities for collaboration.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
B9 Building Service Systems II.2.2 Professional Degrees & Curriculum	II.4.1 Statement on NAAB Accredited Degrees	I.2.4 Information Resources	II.4.2 Access to NAAB Conditions and Procedures II.4.4 Public Access to APRs and VTRs II.4.5 ARE Pass Rates III.1 Annual Statistical Reports III.2 Interim Progress Reports

II. Progress on the Plan for Achieving Initial Accreditation

In discussions with university, college, and program leadership, the visiting team found affirmative confirmation that the plan for achieving initial accreditation was on track. All conversations and observations aligned with the 2.0 Plan Matrix – Program Plan for Achieving Initial Accreditation provided in the APR and mounted in the team room. Optimism throughout was clear along with the university viewing this professional degree program as an opportunity to bring distinction to the university.

III. Progress Since the Previous Site Visit

This category is not applicable.

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

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

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

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

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

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

2018 Analysis/Review: Fairmont State University was formed at the beginning of public education in the state of West Virginia and today offers 80 baccalaureate degrees with a university enrollment of about 4,200 students. Graduate programs have been developed in education, business, and criminal justice. The APR details the history of the program to date. The team gathered further information and context in discussion with university, college, and school leadership.

The Master of Architecture degree will be the first accredited degree offered in architecture in the state. Architecture began at Fairmont in the 1950's with an associate degree in Construction Technology becoming a Bachelors Degree in Architectural Engineering Technology in 1978. In 1991, the school inquired about the steps NAAB required to pursue accreditation for the program. It was suggested after a comprehensive study by consultant William McMinn that a program would be "sustainable" at Fairmont State University if a considerable investment would be made to establish parts needed for the program. Student interest and the growth of the existing program in 1993 resulted in the formation of a program oriented toward design theory as the basis of an educational program that would lead to student success "...in an accredited master of architecture program." The degree was officially changed in 2006 to Bachelor of Science in Architecture. In 2012, the West Virginia Higher Education Policy Commission granted permission to pursue a graduate degree program in architecture. In 2013, the curriculum was aligned with the NAAB student performance criteria to serve as a set of prerequisites for the degree. In the fall of 2013, the Higher Learning Commission of the North Central Association of Colleges and Schools granted the university permission to pursue the Master of Architecture program. The program was then accepted by NAAB in the spring of 2014 as eligible for candidacy. In the intervening years, John Senhauser has consulted with the school, providing advice to achieve initial candidacy.

The APR –IC provides the mission of the Architecture Program at Fairmont State – "to educate aspiring architects to achieve personal and professional success by engaging them with faculty and professionals while approaching architecture as a process of integration of theory, culture, history, sustainability and practice where ideas are communicated through the current tools of the discipline." In addition to fulfilling the aspirations of students seeking an accredited degree, and the trajectory to professional licensure in the service of the region, the school holds a strong commitment to Appalachia and how the program can be of service to the citizens, towns, cities, and regions of the state including the university's home city, Fairmont.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and

among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2018 Analysis/Review: The team observed how the school has sought to provide for an energetic and constructive learning environment within and outside the school that supports university and school principles. The education of students is embraced by professionals from the region and state who along with invited critics serving on reviews give lectures on design, practice, and the profession of architecture.

The Studio Culture Policy, updated in 2017, is reviewed on a three-year cycle by a panel composed of core architecture faculty, a graduate student representative and the officers of AIAS. A link to the policy is included "on each studio syllabus, each semester." The Studio Culture Policy link was proved in the APR-IC in section 4.4.4.

The APR listed multiple opportunities of how students may learn outside the classroom including community design assistance service projects, field trips and study abroad trips, Research Day at the State Capitol and the Celebration of Scholarship Day along with additional opportunities listed in the appendix. Spring Break trips led by faculty have offered off-campus study opportunities within the US, and now take students abroad to study and analyze other cultures. This year's offering was a Spring Break trip to Greece where students gained the perspective of a new region and historical culture.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2018 Analysis/Review: Fairmont State University identifies itself as an Equal Opportunity - Affirmative Action institution referencing compliance with this and other applicable laws and regulations. Additional materials were found in the faculty and staff, and student handbooks including Harassment and Discrimination Policies, Academic Dishonesty and Diversity, all annotated with university links in the APR. Other links are included in the appendix that provide further detail about these policies. The team found in conversations with the president, provost and director of graduate studies, and school leaders, university leadership is committed to achieving a greater diversity across the university. The program looks forward to the next hire as an opportunity to support greater diversity in the school.

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

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

Team Assessment: The APR identifies areas in the school, in particular, where collaboration and teamwork are centered in the curriculum ARCH 2060 Building Technology 1, ARCH 3000 Design III: Site, ARCH 5500 Architecture Design Studio: Community, and the Community Design Assistance Center. The team found evidence of this from discussion with students, faculty, and the community, and from studio and Community Design Assistance Center projects. The program overall seeks to create a school where the environment is collaborative by nature with leadership opportunities as a consequence. Students mention this as a key school attribute –students look to each other. Faculty and adjunct faculty hold this expectation also, viewing this as an important dimension of the school.

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

Team Assessment: Evidence as described in reviewing the course work confirms the program description in the APR. The FSU design curriculum program consists of a carefully structured series of design studios.

The design approach is reinforced by a comprehensive research-based curriculum related to community-based design efforts. The progression of design courses builds upon research and consideration of cultural, environmental, site constraints in developing design solutions for community-based projects. These projects often are undertaken with the consideration of outcomes that will benefit the community.

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

Team Assessment: The school has a designated Architect Licensing Advisor who, in addition to providing information on the NCARB AXP program, is available to address questions regarding the AXP and the profession in general. As some students noted, the ease of addressing faculty in the school makes some of these conversations almost seamless.

In addition, the program has an active community of professionals, including adjunct faculty and AIAWV members, who regularly provide critique and assistance for design reviews, contributing a critical practice view that helps to correlate the program with the profession. The ARCH 5540 Professional Practice course provides students exposure to construction site visits and lectures by interdisciplinary professionals that introduces the full spectrum of the business of architecture.

The Community Design Assistance Center (CDAC) gives students an opportunity to work directly under the direction of a registered architect to provide planning and design assistance in the local community. ARCH 5540 Professional Practice, and ARCH 3080, 4080, and 5080 (internship courses) offer students the opportunity for practical experience in an NCARB AXP setting.

- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the

environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

Team Assessment: The program has a strong combination of academic and hands-on efforts to demonstrate to faculty, students, alumni, and the public the merits of sustainable design. Further, the school has provided an environment where sustainable design is integrated into the core of curriculum through Mission and Vision statements from the university and department.

Stewardship of the environment is accomplished by a series of courses that include this position:

1. ARCH 3050 Design IV: Urban
2. ARCH 4000 Design V: Technology
3. ARCH 5560 Architecture Design Seminar 2: Sustainable
4. ARCH 6650 Advanced Architectural Design

Sustainable design is extended beyond the class room. In 2014, FSU won the Ford C3 Grant for a collaboration with the City of Fairmont and community volunteers for an initiative named "Bridging the Gap." This project resulted in the construction of a pedestrian bridge spanning over Coal Run to provide a connection to a community garden. Other efforts have included planning projects to restore Coal Run with proposals to develop it into a community asset and adaptive reuse projects for vacant buildings in the downtown core.

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

Team Assessment: The program stresses the idea that architecture is critical to community. Throughout their coursework, students frequently tackle programs for local and regional design interventions and gain insights directly from the community and city officials during presentations.

Studio projects in ARCH 3000 Design III: Site, 3050 Design IV: Urban, ARCH 4000 Design V: Technology, and ARCH 5500 Comprehensive Design Studio address topical considerations of community development and engagement. ARCH 5500 and the CDAC participate in projects that involve community stakeholders and seek to have a positive impact on the locale.

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

2018 Analysis/Review: The team found the narrative in the APR-IC 1.5. Long Range Planning provided a broad overview of the program beginning with referencing the state higher education master plan, *Leading the Way: Access, Success, Impact* with a link in the APR. Planning for an accredited architecture program in the school began in 2010. An accredited school of architecture was seen to provide a benefit for West Virginia students, the profession, and the state. Benchmark goals were established for the first five years of the program with progress achieved in each: revising curriculum, improving funding, improving facilities, and increasing human resources.

With the curricular planning, the program sought to “integrate theory, culture, history, sustainability, and practice with the unique dynamics of the Appalachian region as a place of boom towns, rust belts, and wilderness.” The curriculum pursued a program where students would often work in teams re-envisioning communities with a sustainable approach. In 2013, the school instituted the Community Design Assistance Center to further support these goals.

Currently the program is pursuing two overall goals – one to achieve accreditation through a planned program in concert with the vision of the school in respect to the other goal of alignment with the education of an architect in the context of West Virginia and Fairmont State University. Recruiting and retaining top students is a program goal. Courses in the program undergo an annual outcome review to align with the NAAB SPC’s. A program level review is designated to occur biennially with a five-year review occurring to evaluate the program in terms of the mission of the school. The school also uses the university data to assess outcomes and opportunities. The university itself requires undergraduate and graduate program review on a five-year cycle.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

2018 Analysis/Review: At the present time with the program’s primary goal of achieving initial candidacy and then accreditation, the school’s assessment and development efforts are detailed through the schedule presented in the 2.0 Plan Matrix – Program for Achieving Initial Accreditation beginning on page 10 in the APR-IC. The matrix designates annual steps through a ten-year plan beginning in 2013. The APR-IC also indicates future needs in terms of Human Resources for an additional full-time faculty and administrative assistant with a faculty search slated to begin Fall 2019. The team found from speaking

with faculty and students that in terms of the Physical Resources outlined in the APR-IC space for operating the program is adequate. Additional support was noted to provide greater access to shop facilities. In terms of Financial Resources, student enrollment and university funding support the program along with a college and program student fee that generates a minimum of \$48,000 per academic year. The program is seeking support for the fourth faculty member noted above. AIAWV provides support for an annual lecture.

During the visit, the team confirmed, library resources continue to grow and diversify with digital access enlarged and over 100 data bases available. The university's Musick Library has a growing collection of over 8,285 books related to architecture while providing 24/7 access to expanding electronic resources. Studio furnishings, new equipment, upgrades and replacement equipment acquired since 2014 are supporting program needs.

The process for the evaluation of Preparatory Education was outlined in the APR-IC and confirmed through discussion with faculty and detailed with documentation in the team room. For ten years, the school's pre-professional program has enabled students to move into NAAB accredited programs at other institutions. The school began tracking SPC evidence in 2014 as indicated in the 2.0 Plan Matrix which provides benchmarks to 2023. The matrix indicates multiple milestones that have been achieved. In the fall of 2017, the school submitted the APR-IC and accompanying plan to NAAB requesting an initial candidacy visit for the spring 2018.

Additionally, the 2.0 Plan Matrix benchmarks plans for faculty resources, along with physical, financial and professional resources. Assessment milestones indicate a variety of measures including a walk-through evaluation of all studio work with administration, faculty, and adjuncts. In planning for special events the matrix indicates student trips, student scholarship reviews, the Mayfield Lecture with reviews for student work for scholarships, and other lecture series and plans for special events.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[x] Demonstrated

2018 Team Assessment: Onsite documentation and discussions with the faculty and chair supplement the APR and validate that this criterion is met. The faculty and administration have demonstrated a high level of teamwork, collaboration, and resourcefulness in the development of the architecture program. The team is impressed that at all levels, from the students to faculty, to the university administration all parties are on the same page in the support of the architecture program. Students receive information about the profession, APX, and licensure during the two formal workshops conducted annually by the Architectural Licensing Advisor. All students are encouraged to meet with the advisor to detail their individual programs directed toward professional practice.

The team found from thorough discussion with the faculty and information within the APR, the faculty is well supported in many ways in pursuing professional development, research activities and involvement in professional and community activities.

The team inquired about the stakeholders understanding of potential impacts of accreditation. The university and department fully comprehends the potential impacts to the program and university if accreditation is achieved and are well positioned to address this in a well-thought out process. The team reviewed Program for Achieving Initial Accreditation. The plan identifies needs for faculty and staff, evaluation of facility/resource needs, recruitment strategies and self-evaluation processes. The plan is measured and well-detailed.

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

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

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

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

[X] Demonstrated

2018 Team Assessment: The APR provided a description of the Physical Resources also noted in Section 2 Plan for Achieving Initial Accreditation. Based on a facility tour on April 8, 2018, the physical resources of the program include spaces in Hardway Hall and the Engineering Technology Building. The graduate program is situated in Hardway Hall where space is provided for a large studio space, a computer lab, a conference room, the director's office, and a workroom. The Engineering Technology Building houses the undergraduate program, including a large undergraduate studio, a presentation space, the AIAS office and art supply store, program storage, a laser cutting area, the fourth-floor gallery, the linear gallery, faculty offices, and the wood and metal shops. The studio environments for both programs encourage peer to peer learning. There are adequate computer workstations, printers and plotters located within the program spaces.

Based on a tour of the Ruth Ann Musick Library, on April 9, 2018, the team found architecture program spaces are augmented by additional computer resources on campus, including open computers in the library building and the Digital Design Lab, which provides student access to graphic programs like Adobe Creative Suite, AutoCAD and Sketch Up.

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

[X] Demonstrated

2018 Team Assessment: The APR addresses how the school is successfully funding the current architecture program needs through college and department student fees even during a recent period of state budget reductions. These fees generate more than \$48,000 per year to make additional resources available to program needs and student learning activities, trips and study opportunities. Student enrollments in the College of Science and Technology have increased since 2014. With clear support from the university president and college dean, the program has received equipment support from the dean's discretionary fund and the FSU Foundation. The Fairmont State University Foundation, the Graduate Program, and AIAWV are all contributing support to the program. Additional resources are being sought to support the hire of a fourth fulltime faculty member. The program is looking to further funding from the upcoming university capital campaign scheduled to begin fall 2018.

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

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

[X] In Progress

2018 Team Assessment: The library recognizes the importance of informational resources to the architecture program. Informational resources provided for the architecture program in the library are a growing collection of books, now at 8,285, up from 3,400 in 2014. While access to printed volumes, and journals is growing, the library does have access to World Cat Discovery as well as maintaining interlibrary loan agreements with several universities. The librarians report that current students more readily use and access online materials and journals. Since the library is not permitted to duplicate online journals with hard copy subscriptions, the choices made favor online given the current pattern of use and opportunity for multiple lines of access, even from remote locations. E-books are available and online

services provides access to many of the architectural journals. The library provides access to a digital design lab and several study and meeting rooms (made available university wide).

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated

2018 Team Assessment: The APR in Section 4, page 19 provides a comprehensive outline that details the university, college, and program structure, administration, and governance. Other materials provided in the APR provide further detail. Visiting team meetings with these units confirmed this information.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, links, and other materials.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Courses ARCH 1000 – Design Fundamentals I, ARCH 2020 – Architectural History II, ARCH 4000 – Design V: Technology.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 2000 Design I: Foundation, ARCH 3050 Design IV: Urban, ARCH 5500 Architecture Design Studio: Community.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 2020 Architectural History II and ARCH 6610 Advanced Study Proposal. This criterion is Met with Distinction. Please see note V. Appendices, **Appendix 1. Conditions Met with Distinction.**

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 2050 Design II: Foundation, ARCH 3000 Design III: Site, and also found in ARCH 5550 Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 1050 Design Fundamentals II, ARCH 2050 Design II: Foundation, and also in ARCH 5550 Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared in courses ARCH 2050 Design II: Foundation and ARCH 5550 Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2010 Architectural History I, ARCH 2020 Arch History II and ARCH 5510 Arch Design Seminar 1: Small Urban Context, and ARCH 5560 Architecture Design Seminar 2: Sustainable. This criterion is Met with Distinction. Please see note V. Appendices, **Appendix 1. Conditions Met with Distinction.**

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2010 Architectural History I, ARCH 3050 Design IV: Urban, and ARCH 5510 Arch Design Seminar 1: Small Urban Context.

Realm A. General Team Commentary: The students' work throughout this realm demonstrated a strong command of critical thinking and representation skills. The work shown in design studios demonstrates both the ability and understanding to investigate, explore thoughtfully, communicate clearly, order

information and systems, and synthesize information through the use of precedents. It is clear that the school has an emphasis on the critical thinking skills described in this realm; here, the collaborative stance of the design studios plays a key role in this success through the open exchange of ideas, opportunities for mentorship with willing mentors.

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

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 4000 Design V: Technology and ARCH 5550 Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3000 Design III: Site, ARCH 3050 Design IV: Urban, and ARCH 5500 Architecture Design Studio: Community.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4000 Design V: Technology and in ARCH 5550 Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 2060: Building Technology 1, ARCH 4050: Design VI: Build and ARCH 4060 Building Technology II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2060 Building Technology 1, CIVL 2290 Introduction to Structures, ARCH 4060 Building Technology II, and ARCH 5550 Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 4000 Design V: Technology and ARCH 4030 Mechanical & Electrical Systems. Evidence was also found in ARCH 5550 Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2060 Building Technology 1, ARCH 4000 Design V: Technology, and ARCH 4050 Design VI: Build.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 2060: Building Technology 1, ARCH 4000 Design V: Technology, and ARCH 4050 Design VI: Build.

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

[X] Not Met

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

Realm B. General Team Commentary: The courses in this realm offered by the school make available a scope of building practices and technical skills whereby students gain a comprehension of the technical aspects of design, systems, and materials, and an ability to apply that comprehension to architectural solutions.

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

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 3050: Design IV: Urban and ARCH 6610 Advanced Study Proposal. This criterion is Met with Distinction. Please see note V. Appendices, **Appendix 1. Conditions Met with Distinction.**

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5550 Comprehensive Design Studio and ARCH 6650 Advanced Architectural Design.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared ARCH 5550 Comprehensive Design Studio and ARCH 6650 Advanced Architectural Design.

Realm C. General Team Commentary: Student work exhibited in this realm demonstrated the capacity for research and integrative design to bring complex design challenges to comprehensive solutions.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the course ARCH 5540 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the course 5540 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5540 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the course 5540 Professional Practice.

Realm D. General Team Commentary: The school provides a solid educational foundation in areas of professional practice that are critical in providing an understanding of stakeholder relationships and the role of the architect in dealing with and reconciling stakeholder needs. Likewise, gaining an understanding of the legal aspects of practice, project delivery methods, and consultant selection processes are demonstrated through student work as a key components of architectural practice. Core faculty, as licensed professionals, along with the strong involvement of practicing adjunct faculty, provides the FSU graduate with practical practice understanding, a clear asset for students in a professional degree program.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**II.2.1 Institutional Accreditation:**

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

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2018 Team Assessment: Fairmont State University received approval for the Master of Architecture degree program on December 2, 2013 from the North Central Association (NCACS) of the Higher Learning Commission, per a letter included in the APR, dated September 11, 2017, from Provost Dr. Christina Lavorata to Helene Combs Dreiling, Interim Director of NAAB. Also noted in letter, the West Virginia Higher Education Policy Commission and the Fairmont State University's Board of Governors have also approved the Master of Architecture degree program.

The university's current status is "Accredited" with the next reaffirmation of accreditation expected in 2022 – 2023, per the Higher Learning Commission website:

<https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1663&lang=en>

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: The Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

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

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

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

[X] Not Met

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

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

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2018 Team Assessment: The process for evaluating prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted was found in a binder provided in the team room. The program director also explained the process for evaluation to the team. When a student's record indicates that prior coursework does not satisfy given SPCs, the student is directed to enroll in program courses that will satisfy the missing criteria.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Not Yet Met

2018 Team Assessment: The language required in the 2014 *NAAB Conditions for Accreditation* is located on the FSU College of Science and Technology website under a tab labeled “Accreditation.” The statement must be updated to reflect the current NAAB language (change from 6 year to 8 year term).

II.4.2 Access to NAAB Conditions and Procedures:

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

- The 2014 NAAB Conditions for Accreditation

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

- The NAAB Procedures for Accreditation (edition currently in effect)

[X] Not Applicable

2018 Team Assessment: Access to the Conditions for Accreditation in effect at the time of the last visit is not applicable for this initial candidacy visit.

Web links are provided to access “The 2014 NAAB Conditions for Accreditation” and “The NAAB Procedure for Accreditation (2015)”, these provide information regarding initial candidacy.

II.4.3 Access to Career Development Information:

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

[X] Met

2018 Team Assessment: Per the APR, page 20, the Architect Licensing Advisor (ALA) serves as an information resource for the students, providing necessary information to assist with the NCARB Architectural Experience Program (AXP) process, and for the transition from experience to examination to licensure. The ALA conducts informational workshops each semester, assists students who are enrolled in the AXP as needed, and participates in ALA Community training events. Kirk Morphew served as the ALA from 2013 through the spring of 2017. Josh Lyons transitioned into the position in spring 2017, and currently serves as the ALA.

Per the APR, page 21, the university’s Office of Exploratory Advising assists students with clarifying life and career goals.

II.4.4 Public Access to APRs and VTRs:

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

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

[X] Not Applicable

2018 Team Assessment: This criterion is not yet applicable prior to initial candidacy.

II.4.5 ARE Pass Rates:

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

[X] Not Applicable

2018 Team Assessment: This criterion is not applicable prior to initial candidacy.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2018 Team Assessment: The Fairmont State University web page tab, *Academics*, directs the academic community and visitors to the program page where this information is provided. Contact information is provided on the university web site: <https://www.fairmontstate.edu/collegeofscitech/academics>

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

II.4.7 Student Financial Information:

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

[X] Met

2018 Team Assessment: The Fairmont State University web page tab, *Admissions*, provides this information. Further detail about other costs are provided through direct contact with the program – contact information is provided on the university web site: <https://www.fairmontstate.edu/admit/>

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Not Applicable

2018 Team Assessment: [NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.]

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

[X] Not Applicable

2018 Team Assessment: [NOTE: This commentary/assessment must identify the evidence or the source of the evidence the team used to make the assessment.]

V. Appendices:

Appendix 1. Conditions Met with Distinction

A.3 Investigative Skills and **C.1 Research:** Student work exhibited a well structured approach to research and application to the design process. In particular, work exhibited in Course 6610 –Advanced Study Proposal demonstrated a depth of research over a wide range of subjects and ability to think beyond the box.

A.7 History and Global Culture: Student work found in ARCH 2010 Architectural History I and ARCH 2020 Architectural History II was diverse and thorough.

I.1.4 Defining Perspectives: The program overall seeks to create a school where the environment is collaborative by nature. The visiting team found **Collaboration and Leadership, Stewardship of the Environment and Community** and **Social Responsibility** woven throughout the program.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

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

Appendix 3. The Visiting Team

Team Chair/Mentor (Educator)

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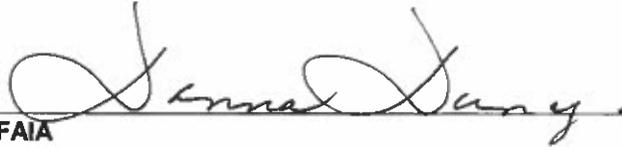
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VI. Report Signatures

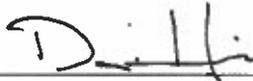
Respectfully Submitted,



**Donna Dunay, FAIA
Team Chair**



**Mary Shaffer, AIA
Team Member**



**Denis Henmi, FAIA
Team Member**

NAAB Representative



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June 25, 2018

Ms. Helene Combs Dreiling
Interim Executive Director
The NAAB
1101 Connecticut Ave, NW, Suite 410
Washington DC, 20036

Dear Ms. Dreiling:

Thank you for sending the VTR-IC for review. The program's leadership has reviewed the report and shared it with the university's leadership. The program has no additional comments to submit at this time. However, we would appreciate an opportunity to discuss the team's finding regarding degree nomenclature with the NAAB staff at a later date.

Sincerely,

Philip M Freeman, AIA, NCARB
Architecture Program Administrator

Dr. Donald Trisel
Dean, College of Science and Technology