

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

**Architecture Program Report and**  
**The Plan for Achieving Initial Accreditation**  
**NAAB Visit for Initial Candidacy**

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

**Date of Program Plan Year:**  
**Year 2 of 6 years in the Program's Plan for Achieving Initial Accreditation**

**Date of Letter Submitted for Eligibility: November 11, 2013**  
**Date of Letter Confirming Eligibility: March 10, 2014**

Submitted to: The National Architectural Accrediting Board  
Date: September 17, 2017

## Master of Architecture Fairmont State University

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***Report submitted by and name of individual to whom questions should be directed to:***

*Mr. Philip M Freeman, Architecture Programs Coordinator*

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## **Introduction (Executive Summary)**

The Architecture Program at Fairmont State University is part of the Department of Architecture + Graphics, within the College of Science and Technology. Design studios and ancillary spaces are located in the Engineering Technology Building (Undergraduate) and Hardway Hall (Graduate), where three full time faculty and nine adjunct faculty deliver the only Architecture degrees in West Virginia. The program consists of a Master of Architecture (1 ½ year M.Arch), and a Bachelor of Science in Architecture (4 year B.S. Arch), together, comprising a 5 ½ year professional program, focusing on the cultural, geographical, and historic conditions that distinguish the character of the Appalachian Region and its people.

Embedded within all levels of the program are emphases on sustainable design principles, the architect as collaborator, and the significant role of architecture in place making. Program assessment occurs through a variety of external and internal means at the institutional level, the program level, and by the professional community, including: University review, Interdepartmental review, Guidance by the Professional Advisory Committee (PAC), and design juries composed of members of the AIAWV.

The local and regional communities are engaged through studio design projects, the Community Design Assistance Center (CDAC) which serves as an outreach arm of the program, and the Mayfield Lecture, which is co-sponsored by AIAWV and the WV Architecture Foundation. The program provides opportunities for students to expand their ideas of scholarship, to re-envision community, be active in the AIAS, and to participate in study/travel abroad.



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September 11, 2017

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

Ms. Dreiling,

The purpose of this letter is to keep you apprised as to Fairmont State University's progress toward accreditation of its Master of Architecture degree program (M Arch).

The program received approval from the North Central Association of the Higher Learning Commission on December 2, 2013. The West Virginia Higher Education Policy Commission and Fairmont State University's Board of Governors have also approved the program.

The proposed professional architecture degree program was accepted as eligible for candidacy by the NAAB in February 2014.

Students with a pre-professional degree in architecture began enrolling in our M Arch program in fall 2014.

Accompanying this letter are the documents required by NAAB for candidacy application.

Thank you for your support and guidance in this process.

Sincerely,

A handwritten signature in dark red ink that reads "Christina Lavorata".

Christina Lavorata, Ed D  
Provost and Vice President for Academic Affairs

National Architectural Accrediting Board, Inc.

March 10, 2014

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



Dear President Rose:

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

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

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

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

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

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

Very truly yours,

A handwritten signature in black ink, appearing to read 'Shannon B. Kraus', is written over a horizontal line. The signature is stylized and somewhat cursive.

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

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

Enc.

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# Statement of Accreditation Status

as of September 13, 2017

## Fairmont State University

1201 Locust Ave.

Fairmont, WV 26554-2470

(304) 367-4000

[www.fairmontstate.edu](http://www.fairmontstate.edu)

*\*Previous names: Fairmont State Teachers College to Fairmont State College to Fairmont State University (2004)*

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The information on this page describes the accreditation relationship between this institution and the Higher Learning Commission. General information about the Commission and the accreditation process is provided at the end of this document. In addition, links to definitions are provided for many of the terms used.

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## Accreditation Information

Current status: Accredited

Accreditation date(s): 01/01/1928 - 12/31/1933; 01/01/1947

Most recent reaffirmation of accreditation: 2012 - 2013

Next reaffirmation of accreditation: 2022 - 2023

The above information is a screen shot from the Higher Learning Commission Website.

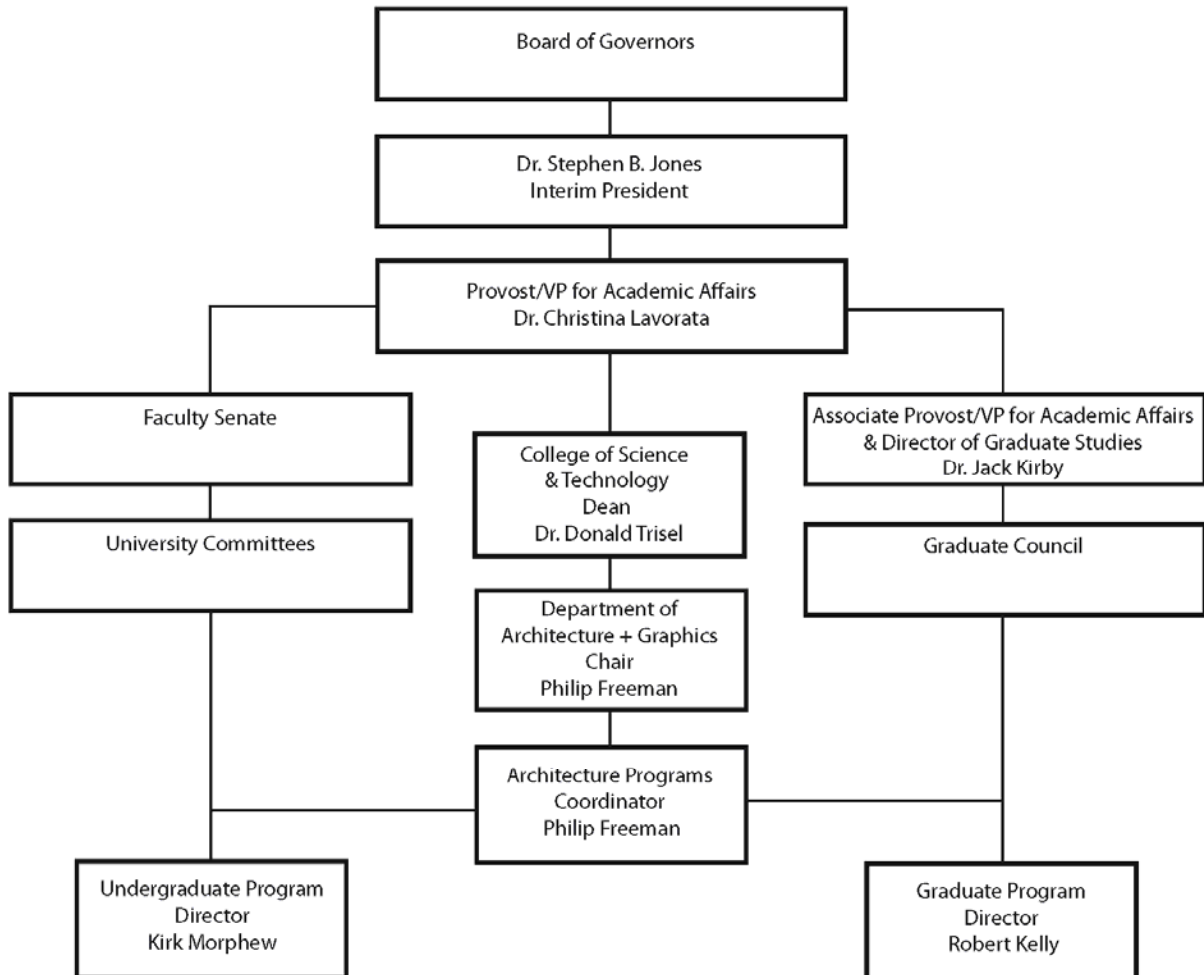
<https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1663&lang=en>

**Section I Proposed Program Description**

**1.0 Current Map of Administrative Structure & Governance**

**Institution Administrative Structure**

The major academic units at FSU are colleges and schools. Colleges/schools contain academic departments and academic programs. In the College of Science and Technology, where the Architecture Programs are housed, the graduate and undergraduate programs are led by directors, both programs are led by a coordinator, departments are led by chairs, and the college is led by a dean. In our situation, the Chair and the Coordinator, is the same individual so that they may report directly to the Dean of the College. (See Section 4 for further discussion of this topic)





## **1.1 History and Mission**

### **History of the Program**

Fairmont State University's roots reach back to the formation of public education in the state of West Virginia. Over the past 152 years of its existence, the University has experienced many changes in an ongoing expansion of programs and purpose. From a single columned building on a hill that was once part of a dairy farm, 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 4,200 students. Today FSU offers more than 80 baccalaureate degrees and programs in business, education, engineering technology, fine arts, liberal arts, and nursing and allied health administration. Graduate programs have been developed in education, business and criminal justice.

The Master of Architecture degree is the latest emerging graduate program that will benefit the university and community through community outreach, providing regional recruiting potential, research, and influencing sustainable and cultural development. The origin of the Architecture Program dates back to the 1950's where it began as an associate degree in construction technology. The program continued to evolve and grow, becoming a Bachelor's Degree in Architectural Engineering Technology in 1978.

In 1991 the first inquiries were made regarding accrediting the program by the National Architectural Accrediting Board (NAAB). A comprehensive study was conducted by William McMinn, a noted consultant, who concluded that with considerable effort and resources, an architecture program could be sustainable at Fairmont State University. In 1993, in response to the desire of an overwhelming majority of students entering the program with aspirations of becoming registered architects, the program curriculum evolved into an architectural design curriculum rather than an engineering technology curriculum. The 1993 curriculum addressed student concerns by focusing on design and theory, thus providing students with the undergraduate education needed to be successful in accredited graduate architecture programs. In 2006 the degree name was officially changed to Bachelor of Science in Architecture.

In 2012, the West Virginia Higher Education Policy Commission granted the university permission to pursue a graduate degree program in architecture. In 2013 the curriculum was revised to align with the NAAB student performance criteria, thus serving as the prerequisite pre-professional degree program for the Master of Architecture degree. In the Fall of 2013, the Higher Learning Commission of the North Central Association granted the university permission to pursue a graduate program degree in architecture. In the spring of 2014, the NAAB accepted the Master of Architecture program as eligible for candidacy. Since 2014, John Senhauser has consulted with and advised the program in developing the plan for achieving initial candidacy. The Master of Architecture degree will provide the only accredited architectural education in the State of West Virginia.

### **Mission of the Program**

The mission of the Architecture Program at Fairmont State is to educate aspiring architects to achieve personal and professional success by engaging them with faculty and professionals while approaching architecture as a process of integration of theory, culture, history, sustainability, and practice where ideas are communicated through the current tools of the discipline. Because of our long history and strong commitment to Appalachia, the Professional Program particularly focuses on matters of community revitalization and sustainability within the cities and towns of the region and the state. In response to global circumstances, we postulate that they may be more tangibly addressed through local deliberation, creative practice, and the equitable engagement of all citizens.

## **1.2 Characterization of the Learning Culture**

The Architecture Program is committed to the goal of maintaining a healthy learning environment, inside and outside of the classroom, which encourages general health and well-being, work-school-life balance, and professional conduct. This principle is informed by the core values of the university, the program, and its faculty and students. Execution of these values are guided by our Studio Culture Policy, which was last updated in Spring 2017. The review (three year cycle assessment) of the Studio Culture Policy is conducted by a committee of core architecture faculty, a graduate student representative and officers of the AIAS. The Studio Culture Policy is posted on the program website, and a link to the site is included on each studio syllabus, each semester.

The Studio Culture values are also recognized and implemented in the learning environment *outside* of the classroom. For example, students are encouraged to join and participate in our local AIAS chapter and AIAWV functions, the Community Design Assistance Center has direct interaction with the community through service projects, field trips are implemented into various courses including our study/travel abroad course, there is interaction with community professionals during reviews, there are collaboration and scholarship activities at such functions as the state sponsored, Undergraduate Research Day at the Capitol, and the University sponsored, Celebration of Scholarship Day. *(See Section 4 for Studio Culture Policy and further discussion of this topic)*

## **1.3 Social Equity**

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, 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, 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, sex, religion, age, national origin, disability, or sexual orientation as identified and defined by law. Fairmont State University neither affiliates knowingly with nor grants recognition to any individual, group or organization having policies that discriminate on the basis of race, color, age, religion, sex, national origin, disability, or sexual orientation as defined by applicable laws and regulations. *(See Section 4 for further discussion of this topic)*

## University Policies

- Harassment and Discrimination

See Policy Statement in the FSU Faculty Handbook:

<http://www.fairmontstate.edu/files/institutionalforms/formrepo/16-17%20Faculty%20Handbook.pdf>

and Policy Statement pp. 41 FSU Student Handbook

[http://www.fairmontstate.edu/files/institutionalforms/formrepo/2016-2017%20Student%20Handbook\\_0.pdf](http://www.fairmontstate.edu/files/institutionalforms/formrepo/2016-2017%20Student%20Handbook_0.pdf)

- Academic Dishonesty

See Policy Statement p. 43 in the FSU Catalog

[https://www.fairmontstate.edu/files/institutionalforms/formrepo/FSU%20Undergraduate%20Catalog%202017-2018\\_0.pdf](https://www.fairmontstate.edu/files/institutionalforms/formrepo/FSU%20Undergraduate%20Catalog%202017-2018_0.pdf)

and Policy Statement pp.46 in the FSU Student Handbook

[http://www.fairmontstate.edu/files/institutionalforms/formrepo/2016-2017%20Student%20Handbook\\_0.pdf](http://www.fairmontstate.edu/files/institutionalforms/formrepo/2016-2017%20Student%20Handbook_0.pdf)

- Diversity

*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).*

See <http://www.wvhepc.com/inside-the-commission/special-initiatives/chancellors-diversity-initiative/> for HEPC policy regarding the CDI.

## 1.4 Goals for meeting the NAAB Defining Perspectives

**A. Collaboration and Leadership:** The architecture program encourages a collaborative environment for its faculty and students. Through the structure of the program's curriculum, collaborative and leadership experiences are integrated into the design studios, supporting courses, program electives, and interdisciplinary electives. Studios by their very nature support collaboration and peer to peer learning. Students in their second year taking ARCH 2060 work as groups exploring building assembly at a variety of scopes and scales. ARCH 3000 is designed to fulfill the university general studies "Teamwork" attribute requirement. Here, student projects are structured to provide foundational knowledge and skills needed to communicate as an architectural team. Both required and elective courses work with off-campus stakeholders. The ARCH 5500 graduate studio focuses on projects that engage community organizations and work across a diverse range of conditions. The Community Design Assistance Center works with constituent groups through collaborative student lead teams, where students coordinate with faculty direction, lead design efforts, and manage projects. Additionally students have the opportunity to take leadership positions in the AIAS, and to support the program as Graduate Assistants (GA) and Undergraduate Student Assistants (SA).

**B. Design:** Design studios within the program are sequenced to build upon each other, and are broken into foundational (ARCH 1000, 1050, 2000, 2050); intermediate (3000, 3050, 4000, and 4050), and advanced/graduate (ARCH 5500, 5550, and 6650). The undergraduate studios embrace an iterative process, progressively introducing students to increasingly complex principles and topics focused on informing ideas about form, spatial order, context, systems, and regulations. Graduate studios require the students to incorporate elements of research, and 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.

**C. Professional Opportunity:** 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 practitioners who integrate the perspectives of practice into the classroom which begins to expose students to the range and options available for employment and practice as an architect.

ARCH 5540 additionally uses construction site visits, and lectures by interdisciplinary professionals to introduce the business of architecture. ARCH 3080, 4080, and 5080 (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. Participating students are eligible for AXP credit.

The Architect Licensing Advisor provides two formal workshops annually to introduce the profession, and to familiarize students with the AXP. The ALA is also available to students to address questions regarding their participation in the AXP, and about profession in general. All students are encouraged to work with the Architect Licensing Advisor and seek his/her own professional experience.

The AIAWV collaborates with the AIAS each semester to provide an opportunity for students to interact with design professionals at an on-campus educational event, and off-campus at a design EXPO. Members of the AIAWV scholarship committee serve as jurors for sponsored design competitions in the fall semester. The program has an active community of professionals who regularly provide critique and assistance for design reviews, contributing a critical practice view that helps to correlate the program with the profession.

**D. Stewardship of the Environment:** Sustainable principles are embedded throughout the program, thus students are exposed to environmental ideas at both the pre-professional and professional levels. ARCH 4030 stresses the architect's role in leading the design team and incorporates environmental principles as they relate to building systems such as lighting, HVAC, and plumbing. ARCH 3010, and 5560 present the dynamics of sustainable design. The courses additionally prepare students to sit for the LEED Green Associate exam. Since the inception of the course, students sitting for the exam have a 90% pass rate. The university also has a campus wide recycling program. The AIAS facilitates a studio recycling effort.

**E. Community and Social Responsibility:** The idea of architecture being critical to community improvement is an overarching theme of the program. Students gain exposure to key concepts through curricular and extracurricular opportunities. Studio projects in ARCH 3000, 3050, 4000, and 5500 address topical considerations of community development and engagement. ARCH 5500 and the CDAC participate in projects that involve community stakeholders and attempt to have a positive impact on the locale.

### 1.5. Long Range Planning

The West Virginia Higher Education Policy Commission (WVHEPC) develops a statewide master plan every five years to establish goals and strategies for higher education. The current plan, titled *Leading the Way: Access, Success, Impact*, <http://www.wvhepc.edu/master-plan-leading-the-way/> establishes overarching goals that find alignment with the mission of the university and the architecture program. The university's strategic plan, currently under revision, addresses the present and future needs for providing students with the tools they need for success in the workplace, their communities, the state, and as global citizens.

The primary purpose of the initial planning for an accredited architecture program that began in 2010 was to provide access to an architectural education that could lead toward licensure for West Virginia students. The subsequent planning for the program recognized the potential to *impact* the state and contribute to the revitalization and economic growth of its varied communities.

Long range planning for the program established goals for: revising curriculum, improving funding, improving facilities, and increasing human resources. Within the first five years of the plan progress was made toward each goal.

#### *Curriculum*

As a result of curricular planning in 2012-13 that revised the undergraduate curriculum and established the profession degree curriculum, the program now emphasizes the need to integrate theory, culture, history, sustainability, and practice within the unique dynamics of the Appalachian region as a place of boom towns, rust belts, and wilderness; not so different than much of the country, yet unique. The program emphases are realized across the curriculum. In design studios students often work as teams. Projects are often 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. In 2013 the program started the Community Design Assistance Center (CDAC), to collaborate with local and regional community stakeholders and provide the necessary leadership to assist with design opportunities that would otherwise go unpursued.

Long range planning for curriculum involves a multi-level approach. At the course level, outcomes and content undergo annual review for trends and currency per PAC direction and alignment with the SPC's. Course will be revised as needed. Program level review will occur biennially, to determine the need for adding to, or deleting course from, the curriculum to better align with the direction of the trends of the profession. Every five years the program curriculum will be reviewed against the program mission. As

needed, the program curriculum, or mission will be revised.

#### *Assessment*

As it relates to long range planning for the program, assessment of learning outcomes is used to inform curricular changes. The university uses systematic data collection and reporting via TaskStream. Program and course data are evaluated by reviewers external to the program at the institutional level to assess effectiveness toward the outcomes. 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. Outcomes and objectives are evaluated against NCARB educational recommendations and are responsive to NAAB student performance criteria.

Each course is revisited annually for currency and compliance with the various informational sources. Course assessment methods (quizzes, tests, inquiries, projects) are to be reviewed and adjusted to better focus on the understanding and abilities needed to transition through education to the profession. Program level review mechanisms (walk-through's, round table, inter-departmental) are to be reviewed for effectiveness, and modified as needed. Undergraduate and graduate program curriculum are reviewed for currency and effectiveness of outcomes every five years as required by the university.

#### *Student Recruitment*

At the state, institution, and program levels the need to recruit and retain top quality students is a common long range goal. In the area of learning and accountability, student retention and timely graduation rates are crucial. The program recognizes that the high school graduate population in the state is decreasing, and that recruiting efforts must include the broader region, international students, an otherwise more diverse population. As the number of WV students pursuing professional architecture degrees at out-of-state institutions is notable, it is important to communicate that pathways to architectural education are available in West Virginia.

Upon receiving initial candidacy, the program will: 1. Broaden in-state recruiting efforts, 2. Develop architecture student mentors, 3. Begin regional recruiting efforts, 4. Begin development of an international recruiting plan.

#### *Fiscal Planning*

Long range planning for fiscal growth and responsibility entails both 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 collaborative opportunities with business and industries that transcend the institutional borders.

### **1.6. Program Self-Assessment**

The FSU 2006-2011 Strategic Plan, Goal 1, directed each academic program to begin a programmatic assessment plan by developing program outcome and identifying direct measures of those outcomes. The learning outcomes approach provides for review of individual courses and programs, and provides a means for determining direction or re-direction as necessary. An assessment of learning outcomes at the course level has been in place for nearly a decade.

The Strategic Plan identifies goals, objectives, and strategies, and is in the initial stages of revision at both the university and college levels.

**The program learning outcomes of the architecture program are:**

1. Apply critical thinking skills to creatively solve a variety of design problems with respect to culture, context systems, materials, and sustainable principles. *(NAAB Perspectives B, D)*
2. Demonstrate how architectural history, theory, and practice many inform design decisions in a diverse, global society. *(NAAB Perspective E)*
3. Transition to employment/internship and licensure in professional design offices and design and construction related fields. *(NAAB Perspective C)*
4. Assume the role of an architect as a collaborator, communicator, and leader while observing the diverse needs of clients, populations, and communities. *(NAAB Perspective A)*
5. Make informed, ethical and responsible contributions in a diverse and global society to serve the public good. *(NAAB Perspectives D, E)*

Each program objective is coordinated with learning outcomes and objectives at the course level.

The architecture program's self-assessment uses several sources and methods to inform the development of long-range curricular planning.

The University Office of Assessment and Planning facilitates a required peer review process for assessment at the program level annually, where the program assessment process is reviewed by faculty external to the program discipline. Additionally, a 5-year program review is conducted as part of institutional accreditation efforts for evaluating program effectiveness toward objectives, and facilitating program planning.

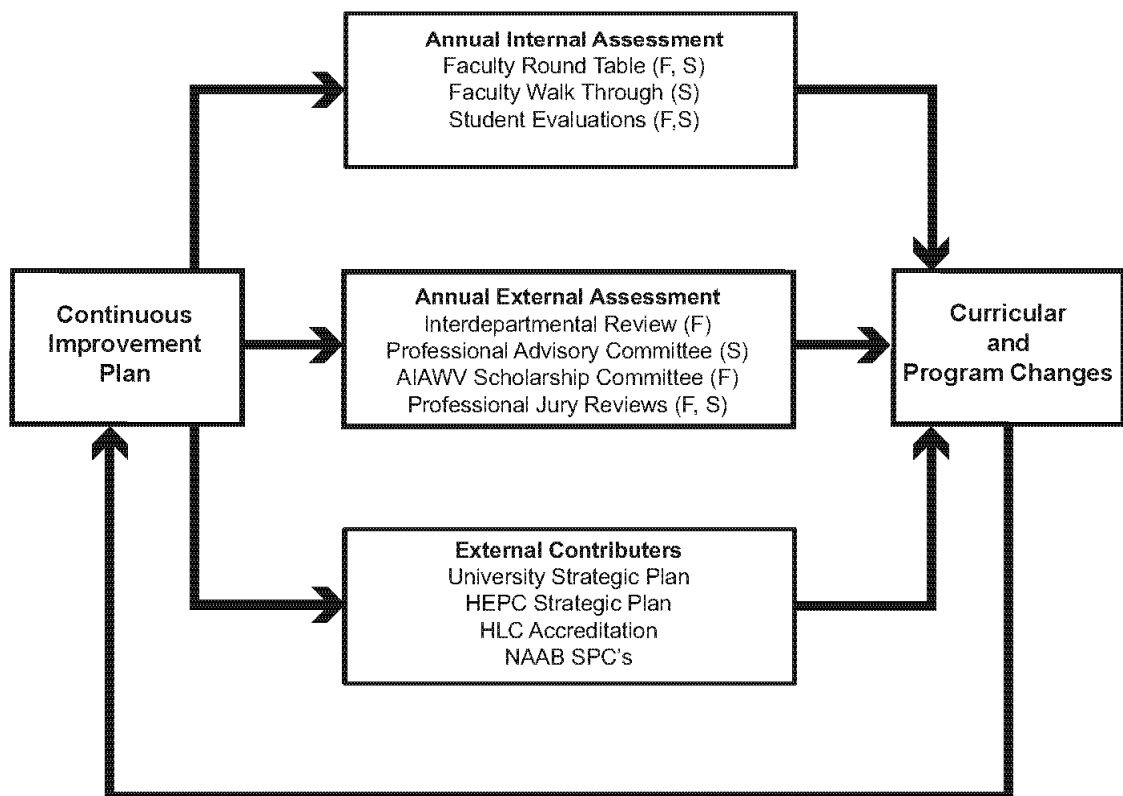
The architecture program's Professional Advisory Committee (PAC) has a key role in external review of the program. The group is composed of members representing the WV Board of Architects, the AIA, the profession at large, emerging professionals, and alumni. The committee meets annually and participates 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 annually.

Throughout each academic term, members of the profession, the AIAWV Scholarship Committee, and members of the community 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 course pedagogy.

A beginning of the term faculty 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 course level outcomes and teaching effectiveness. Full-time and adjunct faculty of the architecture program participate in the discussions focusing on progress toward the outcomes and the NAAB SPC's.

Students evaluate each course instructor each semester. These evaluations use the IDEA Form, and are conducted by the university. Students answer specific questions about the course in survey format and are encouraged to write comments. Completed evaluations are reviewed by the Chair and discussed with faculty to address areas of strengths and those that need improvement.

**Curricular Assessment and Development**



F = Fall Semester  
S = Spring Semester



## **Section 2 Plan for Achieving Initial Accreditation**

### **2.0 Plan for Achieving Initial Accreditation**

The Plan for Achieving Initial Accreditation began in 2011 with approval from the WV Higher Education Policy Commission for a Master of Architecture program. In 2012-2013 the pre-professional curriculum was revised and the M.Arch curriculum developed. The M.Arch program became candidate eligible on March 10, 2013. The first Initial Candidacy visit took place in the fall of 2014 and candidacy was not granted by the NAAB.

Since 2014, the Plan has been revised to include several goals that carry through Initial Accreditation. Major Milestones were established:

1. Improve Human Resources
2. Improve Financial Resources
3. Improve Physical Resources
4. Improve Self-Assessment
5. Achieve Initial Candidacy
6. Achieve Continuing Candidacy
7. Achieve Initial Accreditation

#### Milestone 1 – Improve Human Resources

The first step toward Milestone 1 was achieved with the hiring of a third full-time faculty member, Dr. Robert Kelly. In addition to teaching, Dr. Kelly is the Director of the Graduate Program. Subsequent steps were taken by establishing the “adjunct community”, a more formal organization where adjunct faculty are required to participate in round table meetings at the beginning of the semester, and to participate in the end of semester faculty walk through.

The adjunct community fosters unity and consistency, and encourages curricular and extra-curricular engagement. The relationship between the adjunct community and the program is one of mutual commitment. Adjunct faculty consists of a group of diverse practitioners, most of whom have taught regularly over the past five years, and who bring a breadth of experience to the classroom. New titles for adjunct faculty: Adjunct Professor of Practice, Adjunct Assistant Professor of Architecture, and Adjunct Instructor of Architecture have been approved, and further distinguish the roles of adjunct faculty members.

The program has worked in concert with the university to promote and encourage culturally diverse points of view. There is a consciousness to diversify the faculty. 40% of the adjunct community are women.

The next major step toward this milestone is the planned hiring of a fourth full-time faculty member in 2019 after successfully achieving initial candidacy.

Additionally, since 2014, the architecture program has been assigned one Graduate Assistant, and has funded one Undergraduate Student Assistant to help with items such as marketing, outreach, and program support. The program now shares an administrative staff member responsible for procurement and purchasing, and assists with scheduling, as well as an academic advisor/outreach coordinator. The program will share a newly created Faculty Equivalent Academic Position (FEAP). As a product of the scale of the program and the university, the program effectively shares: outreach staff, an academic lab manager, IT and computer support specialists.

Kirk Morphew was the Architect Licensing Advisor since the Fall of 2013 through Spring 2017. Adjunct faculty member, Mr. Josh Lyons has since assumed the duties of AXP Licensing Advisor. This move was made to further engage adjunct faculty with the program, and consequently has reduced Prof. Morphew's workload. Mr. Lyons improves the opportunity for diversity in student advising and professional direction.

Since 2014, faculty have attended conferences for professional development. Faculty lead an annual study abroad program, geared toward improving global and cultural perspectives for the students. Prof. Morphew has become a LEED AP BD+C, and Prof. Freeman has become registered in two additional states. Each full-time faculty annually completes continuing education for maintenance of their professional registrations and accreditations, focusing on areas valuable to currency in the courses they teach.

Importantly, since 2014 the policy for promotion has been clarified. The President, the Provost, and the Dean all agree that the terminal degree for architecture faculty is a Master of Architecture. Prof. Morphew has been promoted to Full Professor.

### Milestone 2 – Improve Financial Resources

Milestone 2 was addressed by the creation of a student fee structure to enhance program revenue. Steps toward Milestone 2 continue with recruiting and retention efforts.

Recent university budget reductions have been a result of decreased funding from the state, not as a result of low enrollment. Since 2014, the College of Science and Technology's enrollment has increased. Importantly, the architecture program has established a structure that includes significant funding from program and college fees, substantially increasing the program budget, and directly supporting improved student learning activities such as field trips and travel/study opportunities, lectures, and equipment. Additionally, this portion of the budget provides the resources used to support student learning and achievement and is protected from cuts associated with state appropriations.

Since the fees were instituted, the program has operated within the established budget, and has increased student focused spending such as scholarships, field trips, equipment and supplies. Furthermore, the Dean's Budget (Discretionary Fund) provided new computers for the graduate program and the FSU Foundation has provided funding for library resources, a laser cutter, plotters and 3-D Printers.

A university capital campaign, including efforts for the architecture program is planned for fall 2018.

### Milestone 3 – Improve Physical Resources

Initial steps toward Milestone 3 have been taken with the relocation of the pre-professional studio to a space more conducive to studio based learning.

Since 2014 the pre-professional program has relocated to the Engineering Technology building and is now in the same building as undergraduate faculty offices, shop spaces, and other support classrooms. The pre-professional program now occupies a large open studio where students are together in one space, and have individual student works space with adjacent pinup space. The new studio facilitates peer to peer learning opportunities. Also new are dedicated storage, an AIAS office, and laser cutting area. Policy has been crafted for supervised shop access beyond scheduled class times, and extended access will be implemented beginning in the spring of 2018. As student demand for these spaces increase, additional hours and staffing will be provided. Additional gallery space has been made available on the 4<sup>th</sup> and 2<sup>nd</sup> floors of the Engineering Technology building.

Facilities needs will be evaluated in the fall of 2017, and continue to be evaluated against enrollment annually.

Milestone 4 – Improve Self-Assessment

Steps toward completing Milestone 4 have been taken by increasing the number of external assessment participants to include interdepartmental reviewers, professional architects, and the AIAWV scholarship committee. Also contributing is an expanded role of adjunct faculty in the participation of internal assessments. Formal assessments by internal and external groups have already occurred and are planned to continue annually through Continued Accreditation

Since 2014, Adjunct faculty members participate in comprehensive faculty round table, and walk through events. More formal procedures have been implemented for external assessment. The program participates in an annual university interdepartmental review. The program is reviewed annually by the Professional Advisory Committee; and the AIAWV Scholarship Committee conducts a formal project review jury in the fall semester. Professionals from the community participate in project reviews throughout the semesters. Combined internal and external assessment measures provide for a holistic review of the program and courses that are used to inform the continuous improvement plan, and subsequently the curriculum and program.

Since 2014, the pre-professional courses have undergone an extensive review, and SPC's have been more equitably redistributed throughout the pre-professional and professional curriculum. Currently 25 of 26 SPC categories are formally assessed in three or less courses, with one SPC being assessed in four courses. A process for more formal external review, utilizing evaluation from the professional community, and expanded internal perspectives from an increased number of part-time faculty, as addressed in section 1.6 has been implemented.

Milestone 5 – Initial Candidacy

Anticipated 2018

Milestone 6 – Continuing Candidacy

Anticipated 2020

Milestone 7 – Initial Accreditation

Anticipated 2022

2.0 Plan Matrix - Program Plan for Achieving Initial Accreditation

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	
<b>I. Eligibility</b>									<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		
<b>II. Candidacy</b>																					
<b>III. Accreditation</b>																					
Candidacy period, submissions	Eligibility Request Letter Submitted: Nov. 11, 2013	Eligibility Visit: Jan. 30, 2014 Confirmation of Eligibility: Mar. 10,	Initial Candidacy visit: Nov. 12, 2014 (not approved)					Compile New APR + Plan	Submit APR + Plan by Sept. 7	Initial Candidacy Visit (II)		Compile New APR for CC Visit	Submit APR + Plan by Sept. 7	Continued Candidacy Visit		Compile APR for Accreditaion Visit	File Accreditation Application & Submit APR	Accreditation visit			
Initial Accreditation, submissions																					
Plans for Faculty resources needed	Professional Practice Adjunct Identified Full-time Faculty Member Search Initiated.	1st Graduate Director/Faculty Hired	Graduate Director/Faculty Begins				Adjunct Faculty Community Created.	Utilize Additional Adjuncts to free faculty to compile APR	Adjunct Titles & Terms Re-evaluated		Evaluate need for dedicated staff in relation to enrollment.	New Faculty Search initiated with Candidacy status	New Faculty begins		Evaluate Need for dedicated staff in relation to enrollment					Evaluate need for additional faculty.	
Plans for Physical resources needed	Space for Graduate Studio, Seminar Room, Computer Lab, and Director's Office; along with necessary furniture and equipment is located in Hardway Hall.						Pre-professional D-3 to D-6 Studios Move to New Space: ET 207/209		Pre-professional D-1/D-2 Studios Move to: ET 207/209	Evaluate Facilities and Equipment in Relation to Enrollment			Enrollment Cap at 120 without additional Space and Personnel	Evaluate Facilities and Equipment in Relation to Enrollment.		Evaluate Facilities and Equipment in Relation to Enrollment.		Evaluate Facilities and Equipment in Relation to Enrollment.		Evaluate Facilities and Equipment in Relation to Enrollment.	
Plans for Financial resources needed	Initial startup funding from Provost and Foundation is approved and utilized for equipment and library resources.	Annual Graduate Assistant position granted			Program-wide student fee initiated for additional funding	Ongoing Merit-based Scholarships Awarded to Graduate Students	Laser Cutter purchase funded through FSU Foundation Funds.	New Scanner/Plotter purchased through College technology fund.			FSU Foundation begins Capital Campaign with Candidacy. Expand in-state recruiting efforts.	Develop Architecture Student Mentors.	Evaluate need for new Lab Computers. Begin regional recruiting efforts.	Consider Mobile Shop/Trailer for Community Design Projects.	Begin development of international recruiting plan.		Continue expansion of recruiting plan		Revise recruiting materials to reflect NAAB status		
Plans for Professional resources needed	A Professional Advisory Council of practioners (PAC), AIAWV, State Board, and alumni was established many years ago and meets annually.	PAC Meeting: Oct. 17, 2014			AIA WV + AIAS Meeting at FSU with Students	PAC Meeting: May 6, 2016	Annual Meeting with State Board of Architects. AIA WV Meeting at FSU with Students	PAC Meeting: April 21, 2017	Annual Meeting with State Board of Architects. AIA WV Meeting at FSU with Students	Annual PAC Meeting	Annual PAC Meeting	Annual Meeting with State Board of Architects. AIA WV Meeting at FSU with Students	Annual PAC Meeting	Annual Meeting with State Board of Architects. AIA WV Meeting at FSU with Students	Annual PAC Meeting		Annual PAC Meeting		Annual PAC Meeting	Annual PAC Meeting	
Plans for Assessment Milestones	Compile Yearly Assessment into Taskstream	Compile Yearly Assessment into Taskstream	Course content, assess. methods + program review mechanisms reviewed annually.	Compile Yearly Assessment into Taskstream	Course content, assess. methods + program review mechanisms reviewed annually.	Compile Yearly Assessment into Taskstream	Initiated Formal Semester Walkthru Evaluation of all studio work with Admin, Faculty, and Adjuncts.	Walk-thru Evaluation + Assessment into Taskstream	Walk-thru Eval. Course, assess. methods + program review mechanisms reviewed annually.	Walk-thru Evaluation + Assessment into Taskstream. Biennial Curriculum Assessment.	Walk-thru Eval. Course content, assess. methods + program review mechanisms	Walk-thru Evaluation + Assessment into Taskstream	Walk-thru Eval. Course content, assess. methods + program review mechanisms	Walk-thru Eval. Course content, assess. methods + program review mechanisms	Walk-thru Evaluation + Assessment into Taskstream. Biennial Curriculum Assessment.	Walk-thru Eval. Course content, assess. methods + program review mechanisms	Walk-thru Evaluation + Assessment into Taskstream	Walk-thru Eval. Course content, assess. methods + program review mechanisms	Walk-thru Evaluation + Assessment into Taskstream. Biennial Curriculum Assessment.	Walk-thru Evaluation. Five-year curriculum assessment against program mission.	
Plans for Special Events	AIAWV Reviews Student Work for Scholarships		Mayfield Lecture Series Initiated		Second Mayfield Lecture + AIAWV Reviews Student Work for Scholarships	Student travel program to Italy	Third Mayfield Lecture + AIAWV Reviews Student Work for Scholarships	Student travel program to England	Fourth Mayfield Lecture + AIAWV Reviews Student Work for Scholarships	Student Travel Program to Greece	Fifth Mayfield Lecture + AIAWV Reviews Student Work for Scholarships	Student Travel Program tba	Sixth Mayfield Lecture + AIAWV Reviews Student Work for Scholarships	Consider expanding lecture program. Student travel tba	Seventh Mayfield Lecture + AIAWV Reviews Student Work for Scholarships	Implement Spring lecture program. Student travel tba	Eighth Mayfield Lecture + AIAWV Reviews Student Work for Scholarships	Spring lecture. Student travel tba	Ninth Mayfield Lecture + AIAWV Reviews Student Work for Scholarship s	Spring lecture. Student travel tba	
SPC evidence - per curricular map, course descriptions & SLOs.		<b>1</b>	1st Cohort begins		1st Cohort Graduates																
Graduates			REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3. REALM D D.1, D.2, D.3, D.4, D.5		This work displays SPC during visit																
SPC evidence - per curricular map, course descriptions & SLOs.				<b>2</b>	2nd Cohort Begins																
Graduates					REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3 REALM D D.1, D.2, D.3, D.4, D.5																
SPC evidence - per curricular map, course descriptions & SLOs.						<b>3</b>	3rd Cohort Begins														
Graduates							REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3. REALM D D.1, D.2, D.3, D.4, D.5			This work displays SPC during visit											
SPC evidence - per curricular map, course descriptions & SLOs.								<b>4</b>	4th Cohort Begins												
Graduates									REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3 REALM D D.1, D.2, D.3, D.4, D.5												
SPC evidence - per curricular map, course descriptions & SLOs.										<b>5</b>	5th Cohort Graduates										
Graduates											REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3. REALM D D.1, D.2, D.3, D.4, D.5		This work displays SPC during visit								
SPC evidence - per curricular map, course descriptions & SLOs.												<b>6</b>	6th Cohort Begins								
Graduates													REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3 REALM D D.1, D.2, D.3, D.4, D.5								
SPC evidence - per curricular map, course descriptions & SLOs.														<b>7</b>	7th Cohort Begins						
Graduates															REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3. REALM D D.1, D.2, D.3, D.4, D.5		This work displays SPC during visit				
SPC evidence - per curricular map, course descriptions & SLOs.																<b>8</b>	8th Cohort Begins				
Graduates																	REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3 REALM D D.1, D.2, D.3, D.4, D.5				
SPC evidence - per curricular map, course descriptions & SLOs.																		<b>9</b>	9th Cohort Begins		
Graduates																			REALM A A.1, A.2, A.3, A.4, A.5, A.6, A.7, A.8. REALM B B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8, B.9, B.10. REALM C C.1, C.2, C.3. REALM D D.1, D.2, D.3, D.4, D.5		

## **2.1 Human Resources Needed**

The architecture program currently has three full-time faculty, and 10 part-time faculty. As a product of the scale of the program and the university, the program shares: a procurement assistant, an outreach staff member, an academic lab manager, and IT and computer support specialists. The program has one graduate assistant, and funds one undergraduate assistant. Full-time faculty teach a minimum 12 credits per semester, maintain 1 office hour per day, serve as student advisors, and program administrators. Part-time faculty teach 3-6 credits per semester, and participate in program assessment activities.

The immediate human resource needs for the program are an additional full-time faculty member, and a dedicated administrative assistant. The university will conduct a faculty search in the spring of 2019. The faculty search will address the importance of diversity among the faculty. Faculty or staff will ensure access to the shops, and to provide safety instructions and guidance are also needed to make the shops more conducive to the needs of the architecture program. *(See Section 4 for graphic and further discussion on this topic).*

## **2.2 Physical Resources Needed**

The physical resources of the program include spaces in two campus buildings: Hardway Hall, and the Engineering Technology Building. Hardway Hall is home to the graduate program. The graduate facilities consist of a large studio space, a computer lab, a conference room, the Director's office, and a work room. The Engineering Technology Building houses a large undergraduate studio, a presentation space, the AIAS office, program storage, a laser cutting area, the fourth-floor gallery, the linear gallery, faculty offices, and the wood and metal shops.

Currently studio space is adequate for the undergraduate and graduate programs. Both studios are large open spaces that encourage peer to peer learning and are conducive studio based learning. Ancillary spaces and offices are adequate for the programs. The wood and metal shops are adequately equipped, but need improved access for students and faculty projects. Usage is being monitored and access will be adjusted as need arises. *(See Section 4 for graphic plans of existing facilities and further discussion on this topic).*

## **2.3 Financial Resources Needed**

The architecture program has funds for use in the M. Arch and pre-professional degree programs. The program funding comes from several sources, including the FSU Foundation, the Office of Graduate Studies, Student Fees, and AIAWV. The architecture program budget to support student learning and achievement is funded by revenue from student fees, and is therefore not effected by fluctuation in state budget appropriates. Funding will remain consistent and commensurate with student enrollment. Each student pays a \$200 program fee and a \$200 college fee. Funding from program and college fees generate a minimum of \$48,000 for an academic year. Funds for faculty salaries and benefits come from appropriations to the university. The Foundation has funded facilities, equipment, and information resources. The Office of Graduate Studies funds a Graduate Assistant, and AIAWV supports the Mayfield Lecture. Since the inception of the enrollment-driven student fund the program has improved opportunities for scholarships, curricular activities, and extra-curricular activities, as well as FF&E for student spaces while operating within the established budget. Immediate financial resources are needed to secure the fourth faculty member. *(See Section 4 for spreadsheet and further discussion on this topic).*

## **2.4 Professional Resources Needed**

### **Library**

The Musick Library currently holds over 8,285 books (up from 3,400 books in 2014) directly related to architecture, available in print or electronically. Books and other multimedia materials (DVDs, streaming video, audiobooks, etc.) are accessible through the Library's online catalog, OCLC WorldShare (available at <http://library.fairmontstate.edu>). The catalog provides either call number location for print titles in the physical collection, or electronic access features for on-campus or remote access purposes. Since 2014, largely driven by the student's preference for immediate, virtual access.

The Musick Library has expanded emphasis on electronic resources. Electronic materials may be accessed by students and faculty 24/7 from any location, with any device (desktop, laptop, tablet, smartphone, etc.) with internet access by using their UCA/password (Unified College Account) authentication. Additionally, the OCLC WorldShare catalog features an "expanded search" capability which allows students to access full text books and articles (usually Open Source, Open Access, and CONTENTdm) from libraries and research institutions around the world. Where full text is not available online, it is made accessible through the Musick Library's Interlibrary Loan (ILL) program, which is a free service provided to students and faculty.

The Musick Library has nearly 100 databases available to students and faculty. Of special interest to architecture students are the following: Avery Index to Architectural Periodicals, Academic Video Online - Art & Architecture Collection (new since 2014), Films on Demand - Art & Architecture Collection (new since 2014), ARTstor, and Art Source. Multimedia holdings include numerous DVDs available for circulation; streaming video from two aforementioned database collections (Academic Video Online - Art & Architecture Collection —1257 videos, and Films on Demand - Art & Architecture Collection —1355 videos); and audiobooks (primarily non-fiction and biography) available through the West Virginia Digital Entertainment Library Initiative. *(See Section 4.2.4 for further discussion on this topic)*

### **Equipment**

Since 2014, the architecture program has replaced and expanded its furnishings and electronic tools. Student chairs have been replaced in ET 207 and ET 209 and HB 218. Student desks have been replaced as needed. Electrical and lighting improvements have been made in ET 207 and 209 to facilitate better working conditions and support presentations. Twelve computer stations, located at the periphery of the ET 207 studio, have been upgraded to run the most recent architectural and graphic software. The wireless network in ET 207 and 209 has been upgraded to facilitate laptop usage at individual studio desks. The program acquired two large format flat TVs with laptops for presentations. A new, large format plotter and scanner has expanded input and output capabilities needed during peak usage, and a new laser cutter has allowed students to explore modeling in a faster and more precise manner.

3.0 Student Performance Criteria Matrix

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

ABILITY  
 UNDERSTANDING

### **3.1 SPC Goals Over Time**

Developing coursework to fulfill NAAB SPC predates Fairmont State's process towards accreditation. Our NAAB SPC-oriented pre-professional curriculum has enabled our graduates to continue into NAAB accredited graduate programs at other institutions for the past ten years.

The preceding matrix now displays the distribution of SPC across the Bachelor of Science in Architecture and Master of Architecture degrees that make up the (4 + 1 ½ year) professional degree program at Fairmont State.

The matrix further illustrates that most SPC are addressed explicitly two to four times over a student's progression through the combined degrees, with many criteria introduced at a fundamental level in the early years of the sequence and expounded upon and revisited in more sophisticated ways in the later years. Certain criteria, i.e. Professional Practice, are specifically addressed just in the M.Arch degree when a student's maturity and experience allow them to more fully grasp their content.

In addition to what is highlighted in the matrix, all of our design studios encourage students to develop these criteria as habitual practice and address precedent, cultural understanding, social responsibility, sensitivity to site, understanding of structure, code compliance, and more, in every project as much as possible. The emphasis of addressing multiple SPC is finally made explicit in the Comprehensive Design Studio. We likewise expect students in all of our coursework to communicate their ideas in a clear and coherent fashion orally, in writing, and graphically at an ability commensurate with their level in the program.

Over time, we have adjusted the SPC distribution based on annual outcome assessment by our faculty, external jurors, and professional advisory board. This process will continue to inform the potential reassignment of the various criteria and the adjustment of coursework to always be improving the fulfillment of each and every criterion in the future.

### **3.2 Evaluation of Preparatory Education**

Evaluation of pre-professional education undergoes several levels of review. The first sequence begins with the Fairmont State University, Office of Admissions review of applications for a completed submission of all university and program level application requirements including: Graduate Review Examination (GRE) scores, Letters of Recommendation, the meeting of minimum standards for TOEFL (if applicable), official college transcripts, and for the completion of, or pending completion of, an undergraduate degree from an accredited institution. Undergraduate degree transcripts from international students are further evaluated by World Educational Services (WES) for their equivalency with US degrees.

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

Admission to the M.Arch Program at Fairmont State further requires the completion of a four-year pre-professional BS/BA in Architecture. Students who have completed the Bachelor of Science in Architecture at FSU are known to have fulfilled designated NAAB Student Performance Criteria that will be subsequently completed in the FSU Master of Architecture degree. Students who did not receive their undergraduate architecture degree from FSU must submit a NAAB SPC Matrix from their institution if available, and/or may be required to submit course descriptions and/or syllabi for evaluation to ensure proper compliance with the remaining SPC that are met in the professional degree curriculum in the FSU M.Arch Program.



Master of Architecture applicants must also submit: three (3) letters of recommendation, with a minimum of two from undergraduate architecture instructors (the third may be from a professional acquaintance); a portfolio containing examples of the applicant's creative/design work; and a letter of intent summarizing the student's aspirations for pursuing the Master of Architecture degree at Fairmont State University.

The next level of review is an evaluation of these required application materials by the Master of Architecture Program Director, in collaboration with the Architecture Program faculty. This evaluation is recorded on a two-part Master of Architecture Applicant Evaluation Form. The reviewers evaluate and discuss the applicant's materials for their content and compliance with the stated entrance parameters. An additional level of scrutiny is given to those applicants who received their pre-professional degree from other institutions to ensure that the necessary NAAB SPC not typically covered in the FSU M.Arch curriculum have been met. Part 2 of the Applicant Evaluation Form is used to document the evaluation of SPC fulfilled at another institution. If it is determined that there are deficiencies in meeting the criteria, remedial coursework will be required to ensure that all SPC have been adequately met before the M.Arch degree is granted. If all of the application materials are found satisfactory, then the applicant is interviewed in person or by phone. After a successful interview, the applicant will be offered admission noting any potential remedial courses that may be required and/or any waivers or advanced standing that may be granted based on the applicant's pre-professional education and professional experience. If significant remedial work is required, the student will be informed that their individual program of study will require more than the typical three semesters to complete.

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

## **Section 4 Supplemental Material**

### **4.1.0 Administrative Structure and Governance**

#### **Institutional**

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

#### **Academic Unit: College of Science and Technology**

The head of the College, Dean Donald Trisel, reports directly to the Provost. The Dean is supported by Department Chairs from each of the respective departments: *Architecture + Graphics*, Computer Science and Math, Engineering Technology, Natural Sciences. The Department of Architecture also has a Graduate Program Director and an Undergraduate Program Director. Graduate Program Directors bear the major responsibility for leadership of the graduate program, and serve as liaisons to the Office of Graduate Studies.

#### **Office of Graduate Studies**

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

#### **Graduate Studies Council**

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

#### **Faculty Senate**

The Faculty Senate represents the FSU Faculty and acts as the principal agent of the faculty in policy determination. Each academic unit is represented by one senator for each ten full-time faculty members.

#### **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; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit

of collaboration; and to organize students and combine their efforts to advance the art and science of architecture. AIAS serves as the “student voice” and is active working with the profession, and university student government. The AIAS performs community outreach activities and attends national leadership conferences and events.

#### 4.1.1 *Intentionally Left Blank*

#### 4.1.2 **Learning Culture**

##### **Outside Lecturers, Critics, and Exhibitions**

The annual Mayfield lecture is presented in partnership with the AIAWV, and is generously supported by the West Virginia Foundation for Architecture.

The Mayfield Lecture, named for Jeffrey Mayfield, Fairmont State alumnus, and architecture professor, honors the “spirit and dedication” Professor Mayfield exhibited toward the exploration, craft and profession of architecture.

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.

##### Mayfield Lecturers:

2015: Keith and Marie Zawistowski

2016: Julie Beckman

2017: Erin Carraher

The architecture program benefits from the assistance of outside critics and lecturers for studio reviews and supporting courses at both the undergraduate and graduate levels. Participating critics and lecturers represent the point of view of practicing architects, and other professionals from the design and construction communities.

##### Critics

Adam Rohally, AIA, LEED AP  
John Sausen, AIA, LEED AP  
Kathy Wyrosdick, MUP, City Planner  
Sandra Scaffidi, City Planner

##### Lecturers

Kathy Wyrosdick, MUP, City Planner  
Craig Baker, CEF, Architecture Principal  
Dave Simpson, PE, Structural Engineer  
Geoff Marshall, UHC VP of Support Services  
Beau Henderson, Exec VP, Construction Manager  
Eric Pempus, Esquire  
Mike Chancey, PE, Mechanical Engineer  
Bethany Van Gilder, Construction Manager  
Jim Snyder, Construction Manager

##### **Architect Licensing Advisor**

The Architect Licensing Advisor (ALA) serves as an information resource for the students, providing necessary information to assist with the 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. ALA have been funded by the program to attend licensing advisor summits in San Diego and Chicago.

## **Student Support and Learning**

### *Advising*

The university's Office of Exploratory Advising assists students with clarifying life and career goals. Advisors further help students develop a plan for academic success, monitor progress towards graduation, and discuss the advisee's responsibilities for completing a degree.

Upon admission to the Architecture Program, students are liaised by the College of Science and Technology Academic Advisor and Outreach Coordinator, then are assigned a member of the architecture faculty to serve as their academic advisor. Individual faculty advisors will direct the student in the course selections and course changes, and give guidance relative to the courses and requirements of the program, Faculty advisors are the primary contact for assisting students with scheduling questions, questions involving other campus offices, and for assisting students in finding the resources to address their questions. Foremost advisors assist the student in navigating the myriad of challenges and opportunities that confront students in their pursuit of their degree in architecture and preparing for the transition to the profession.

### *Academic Support*

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 one-on-one basis. Course specific tutoring opportunities are also supported by the college for a variety of courses, e.g., tutoring for the architecture students in MECH 1100 – Statics, has been supported by the college. The college also tracks the academic performance of each student twice each semester. Any students with less than 'C' in any class are contacted by the Dean, faculty, and academic advisors to assist in obtaining tutorial or other support to be successful. Students registered with documented academic accommodations through Disabilities Services can receive additional services as needed and available. Students with documented disabilities must register with the Office of Disability Services in order to receive the accommodations to which they are entitled.

### **4.1.3 Social Equity**

#### **EEO/AA for Faculty, Staff and Students**

See Fairmont State University's Equal Employment Opportunity and Affirmative Action Policy in the following:

Faculty and Staff: Employee Handbook, page 12

<http://www.fairmontstate.edu/publications/campushandbooks/employeehandbook.pdf>

Students: FSU 2017-18 Undergraduate Catalog, page 8

[https://www.fairmontstate.edu/files/institutionalforms/formrepo/FSU%20Undergraduate%20Catalog%202017-2018\\_0.pdf](https://www.fairmontstate.edu/files/institutionalforms/formrepo/FSU%20Undergraduate%20Catalog%202017-2018_0.pdf)

#### **Additional Diversity Initiatives**

The WV Higher Education Policy Commission Chancellor's Diversity Initiative and its coordinating body the Diversity Council, is charged with developing a system-wide approach to create and support enhanced policies and strategies for diversity within the state's four-year public colleges and universities as institutions and communities.

Fairmont State's Collaborative Access Comprehensive Plan focuses efforts to increase access to target populations, including efforts to improve recruitment and retention of low income, minority, adult, and veteran students.

The architecture program is committed to increasing faculty diversity in experience, education, professional practice, gender, and ethnicity in future hires.

**( "8"%\$' < i a Ub'FYgci fWg'UbX'FYgci fW'8 Yj Y'cda Ybh**

Maintaining professional currency is critical to understanding and conveying knowledge trends and the changing demands of architectural education and practice, and for preparing students for 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 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 of \$1500/faculty available to support travel to professional conferences, meetings, and other activities that contribute to improving the faculty's knowledge base and professional currency. The architecture program supports the full cost of one professional development activity annually per faculty, such as a conference, or travel that supports architectural continuing education. Additionally, the architecture program supports memberships in the local and national chapters of the AIA, and NCARB certification.

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.

Full-time and part time faculty who are licensed architects, LEED accredited professionals, and members of the AIA complete 12-18 learning units of continuing education annually to improve their knowledge of the building process and to maintain leadership roles in the health, safety and welfare of the public.

**Sabbatical and Academic Release**

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

**Faculty Appointment, Promotion, and Tenure**

See FSU Faculty Handbook, 2016-2017: pp. 9-20 for Promotion in Rank, Faculty Appointment, and Tenure; Appendix A pp. 71 for Additional Certification Approvals  
<http://www.fairmontstate.edu/publications/campushandbooks/fsufacultyhandbook.pdf>

#### 4.2.1.1 Faculty Matrix Introduction

Staffing for the professional program consists of three FTE faculty plus adjunct faculty. Full time faculty members teach 12 hours per week, based on the lecture-hour standard. Adjunct faculty members provide instruction for three to six hours per week. A faculty line to hire a fourth FTE faculty upon achieving initial candidacy has been approved by the Dean.

#### Faculty/Course Load Matrix (2016-2017)

Course Number/Title	Professor	Professor Credentials
<b>FALL</b>		
ARCH 6670 Architectural History/Theory Seminar I	Robert Kelly	Assoc. Prof., Architect
ARCH 6650 Advanced Architectural Design Studio	Robert Kelly	Assoc. Prof., Architect
ARCH 5540 Professional Practice	William Yoke, Jr.	Adjunct Prof. of Practice, Architect
ARCH 5510 Design Seminar: Small Urban Context	Robert Kelly	Assoc. Prof., Architect
ARCH 5501 CDAC-Leadership	Philip Freeman	Assoc. Prof., Architect
ARCH 5500 Design Studio: Community	Robert Kelly	Assoc. Prof., Architect
ARCH 4060 Building Technology II	Joe Sinclair	Adjunct Asst. Prof, Architect
ARCH 4000 Design V: Technology	Philip Freeman	Assoc. Prof. Architect
ARCH 3001 CDAC	Philip Freeman	Assoc. Prof., Architect
ARCH 3000 Design III: Site	Philip Freeman	Assoc. Prof., Architect
ARCH 2060 Building Technology I	Kirk Morphew	Professor, Architect
ARCH 2010 Architectural History I	Robert Kelly	Assoc. Prof., Architect
ARCH 2000 Design I: Foundations	Kirk Morphew	Professor, Architect
ARCH 1000 Design Fundamentals I	Kirk Morphew	Professor, Architect
<b>SPRING</b>		
ARCH 6010 Advanced Study Proposal	Robert Kelly	Assoc. Prof., Architect
ARCH 5585 Architecture Study+Travel	Philip Freeman, Robert Kelly	Assoc. Prof., Architect
ARCH 5560 Design Seminar II: Sustainability	Joe Sinclair	Adjunct Asst. Prof., Architect
ARCH 5550 Comprehensive Design Studio	Philip Freeman	Assoc. Prof., Architect
ARCH 4050 Design VI: Build	Joshua Frick	Adjunct Asst. Prof., Architect
ARCH 4030 Mechanical/Electrical Systems	Stacey Bowers	Adjunct Asst. Prof. Architect
ARCH 3085 Architecture Study + Travel	Kirk Morphew, Philip Freeman	Professor, Assoc. Prof., Architect
ARCH 3050 Design IV: Urban	Kirk Morphew	Professor, Architect
ARCH 3310 Sustainable Design	Joe Sinclair	Adjunct Asst. Prof., Architect
ARCH 2050 Design II	Robert Kelly	Assoc. Professor, Architect
ARCH 2020 Architectural History II	Robert Kelly	Assoc. Professor, Architect
ARCH 1050 Design Fundamentals II	Marsha Benson	Adjunct Instructor of Architecture
ARCH 1000 Design Fundamentals I	Joshua Lyons	Adjunct Asst. Prof., Architect

#### **4.2.1.2 Faculty Résumés**

Résumés of faculty in both the undergraduate and graduate architecture

<http://www.fairmontstate.edu/collegeofscitech/academics/accreditation>

#### **4.2.2 Physical Resources**

##### **Program Space**

The architecture program occupies 6,000 sf of dedicated instructional space, including studios, and ancillary support spaces, located in the Engineering Technology Building (ET) and Hardway Hall.

##### **Studios**

The undergraduate program is housed in the ET building, and consists of a large open design studio. Adjacent to the studio is a presentation room, storage rooms, a laser cutting room, and an AIAS office. The graduate program is assigned 2500 square feet of space in Hardway Hall consisting of a large open design studio, presentation space, and a computer lab. The Linear Gallery for presentation and display of student work is located outside of the undergraduate studio. The graduate studio is sufficient for the predicted growth to 15-20 students.

As enrollments increase it is anticipated that the initial need for additional space will be in the undergraduate studio. As part of the needs evaluation in the fall of 2017, plans for expansion into neighboring spaces as part of a larger multi-program move are developing that would relocate elements of the business program in a way that is mutually beneficial to each program.

##### **Digital Design**

In the ET building, the undergraduate program has 12 graphics workstations, scanners, printers, and plotters. The graduate program has a small dedicated computer lab with a scanner, printer, and plotter. Computers are equipped with BIM software, The Adobe Creative Suite, SketchUp, and Lumion, in addition to the Microsoft Office Suite. The number of dedicated program computers is adequate, as approximately 80% of our students utilize personal laptop computers.

##### **Offices**

Faculty offices are located in the Engineering Technology Building, and Hardway Hall. Each faculty member has a fully enclosed private office that facilitates the full spectrum of faculty responsibilities, including: teaching, advising, scholarship, and service.

##### **Shared Spaces**

The architecture program shares several spaces with the Department of Engineering Technology in the ET building. Spaces located in the ET building that support or contribute to architectural learning are: A digital teaching lab with 30 workstations, a metalworking shop, a foundry, a wood working shop, a large auditorium, and the ET fourth floor gallery, of which the Architecture + Graphics Department is the primary user.

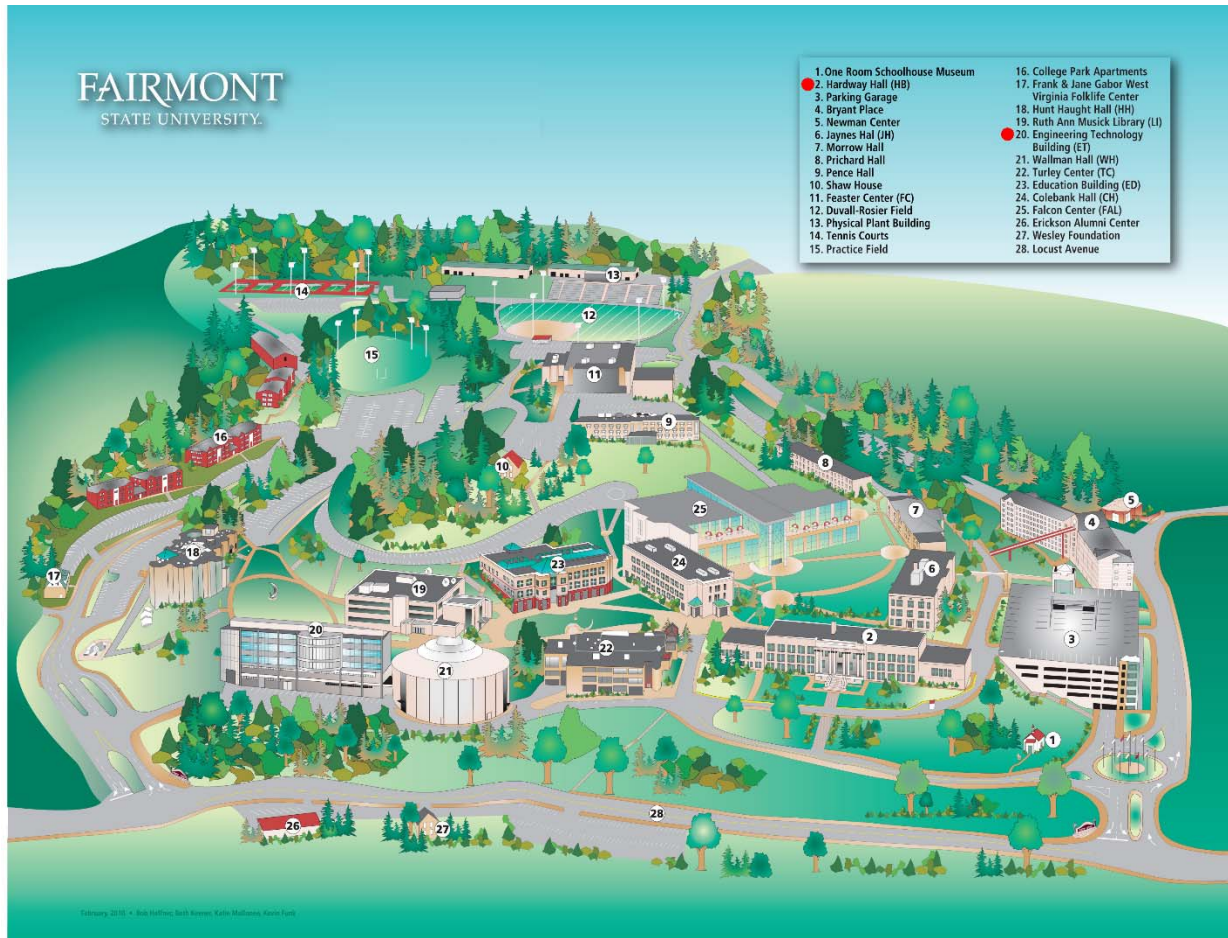
##### **Galleries**

In addition to the informal Linear Gallery, and the ET fourth floor gallery, program exhibits and traveling exhibits can be displayed in the Brooks Gallery and the Tower Gallery in the School of Fine Arts.

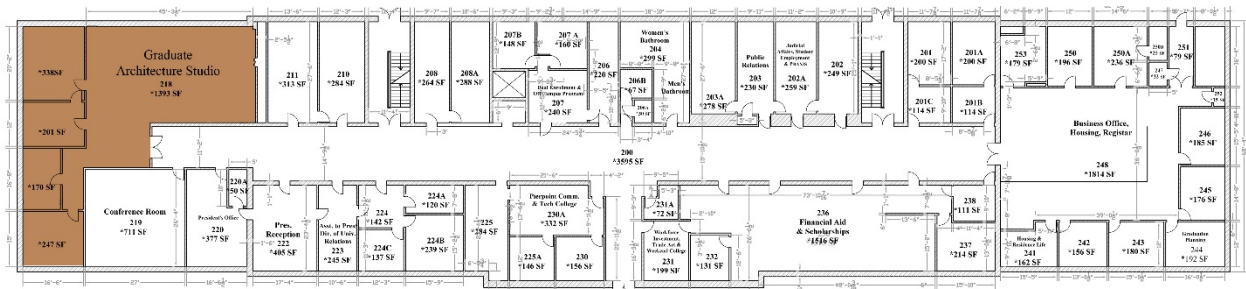
##### **Library**

Library resources and the Tech Commons are housed in the Musick Library, (Approx. 38,500sf) architecture specific holdings are detailed elsewhere in the document.

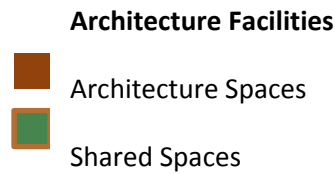
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 Architecture Program Report and the Plan for Achieving Initial Accreditation  
**FSU APR + Plan 09\_15\_2017**



**Campus Map**



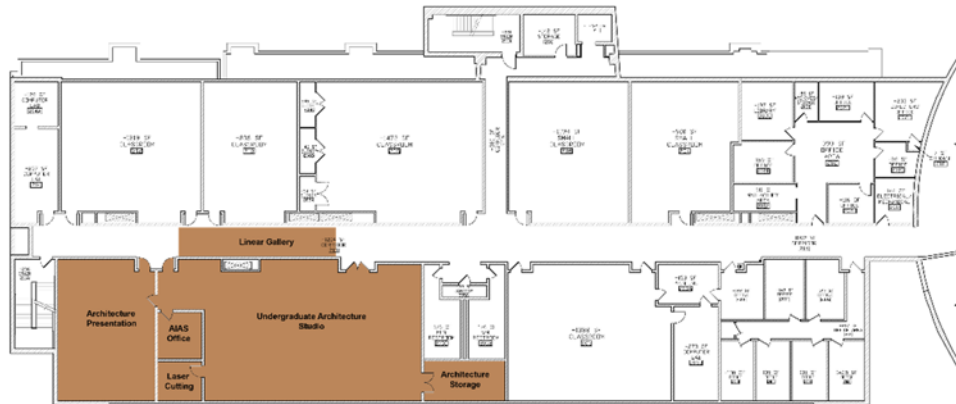
**Hardway Hall – Graduate Architecture Facility**







**Engineering Technology Building  
 4<sup>th</sup> Floor**



**Architecture Facilities**

- Architecture Spaces
- Shared Spaces

**Engineering Technology Building  
 2<sup>nd</sup> Floor**



**Engineering Technology Building**  
**1<sup>st</sup> Floor**

**Architecture Facilities**

- Architecture Spaces
- Shared Spaces

**4.2.3 Financial Resources**

For the purposes of operating a professional program, the majority of the physical infrastructure is in place, as well as appropriate resources to support current faculty and students. The program has a funded operational budget and has proven to be able to conduct a high-quality program within that budget. Faculty salaries are supported by state appropriations, while support for other components of student learning and achievement are funded by revenue from student fees. As these dollars are not state appropriated, any unused funds rollover for use as part of future program budgets. Additional funds come from the Dean’s budget and the FSU Foundation to support special needs of the program, such as the laser cutter, the graduate program computers and numerous peripherals. Once the program is operating at full capacity, the cost of this program will be met by the tuition and fees generated by students enrolled in the program. Additionally, the accredited degree program will have greater potential for external fundraising.

**Source of Operation Resources**

Funding for human resources for this program are supplied via budget appropriations from the state legislature, and financial resources at Fairmont State University. Student fees generate revenue to support other student learning and achievement endeavors. The Fairmont State Foundation provides additional support to the architecture program.

The Foundation and the Dean are working to solicit funds to support the professional degree program.

## **Institutional Financial Issues**

### **Pending Reductions or Increases in Enrollment and Plans for Addressing these Changes.**

Increases in enrollment for the university and individual academic degree programs have historically been responded to by increased funding to growth areas. Historically, declines in enrollment at the university or program level are addressed by decreasing sections of courses taught, and reevaluating the validity of degree programs. At the university level, increases in funding have traditionally been used to improve the university and degree programs. Historically, funding increases have been allocated to the following: capital improvements, salary increases to faculty and staff, and increases to student resources and student learning opportunities.

Recent economic conditions have forced the university to be more frugal and more efficient with its resources. Recent funding decreases from the state level have been accomplished through streamlining processes, reducing and/or consolidating underutilized resources at the university and college/school level. Academic programs are a top priority and every effort is made to reduce the impact of budget constraints on student learning. Eliminating of academic programs is an uncommon practice and is exercised only after considerable deliberation. Whenever possible, faculty are reassigned to alternative academic programs. In the College of Science and Technology, historically, faculty positions have not been cut, even as programs have been dissolved.

The program fee addresses many of the concerns related to the fluctuations of the state's budget. As revenue for student learning and achievement is directly correlated to student fees rather than appropriations, this portion of the budget remains more stable and predictable. As the number of students increases so does this revenue. Conversely, a decrease in students decreases this revenue.

The architecture program's plan for initial accreditation recognizes the likelihood of increased enrollment subsequent to initial candidacy, and projects the need for an additional faculty member at that time, and is proactive in encumbering funding. As a portion of the architecture budget is related to enrollment, and is not connected to state allocations, it is foreseen that as enrollment in the undergraduate and graduate programs increases, support for teaching and learning, as well as human resources will increase.

**Fairmont State University**  
 Architecture Program Report and the Plan for Achieving Initial Accreditation  
**FSU APR + Plan 09\_15\_2017**

**Five-Year Revenue Forecast**

**Five-Year Projection of Total Operating Resource Requirements**

	Year 2015-16	Year 2016-17	Year 2017-18	Year 2018-19	Year 2019-20
<b>FTE Positions</b>					
Administrators	.10	.20	.20	.20	.20
Full-time Faculty	3	3	3	3	4
Adjunct Faculty	4	6	6	7	5
Graduate Assistants	2	1	1	1	1
Other Personnel: Administrative Staff	.10	.10	.30	.30	.30
<b>Operating Costs</b>					
Administrators	\$5,000.00	\$5,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Full-time Faculty	\$240,000.00	\$240,000.00	\$240,000.00	\$240,000.00	\$320,000.00
Adjunct Faculty	\$12,000.00	\$18,000.00	\$18,000.00	\$21,000.00	\$20,000.00
Graduate Assistants	\$12,000.00	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00
Other Personnel: Administrative Staff	\$4,000.00	\$4,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Total Salaries	\$273,000.00	\$273,000.00	\$284,000.00	\$287,000.00	\$366,000.00
<b>Expenses</b>					
Expenses	\$69,250.34	\$69,893.07	\$76,500.00	\$71,500.00	\$76,200.00
Scholarships	\$20,000.00	\$24,976.00	\$25,000.00	\$20,000.00	\$20,000.00
Student	\$35,177.06	\$30,329.00	\$28,300.00	\$32,300.00	\$33,500.00
Learning/Achievement	\$1,245.00	\$2,531.00	\$2,500.00	\$2,500.00	\$2,500.00
Professional Dues/Assoc.	\$1,142.21	\$6,483.04	\$1,200.00	\$1,200.00	\$1,200.00
Computers/Software	\$5,059.07	\$2,655.40	\$5,000.00	\$5,000.00	\$6,000.00
Educational supplies	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
Accreditation Cost	\$6,627.00	\$9,232.14	\$8,000.00	\$8,000.00	\$8,000.00
FF & E					
Total Costs	\$342,250.34	\$342,889.07	\$355,500.00	\$358,500.00	\$442,200.00
<b>Sources</b>					
General Fund	\$273,000.00	\$273,000.00	\$284,000.00	\$287,000.00	\$366,000.00
Appropriations	\$71,000.00	\$72,704.50	\$70,000.00	\$70,000.00	\$73,500.00
Program Fees					
FSU Foundation		\$22,000.00			
AIAWV	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$2,000.00
Federal Government	-	-	-	-	-
Private and Other	-	-	\$5000.00	-	\$5000.00
Total All Sources	\$344,500.00	\$369,204.50	\$360,500.00	\$358,500.00	\$446,500.00

#### **4.2.4 Professional Resources - Information Resources**

##### **Analysis of Current Holdings**

This report describes the existing library resources available to support the Architecture program, and the materials and funding required to achieve NAAB accreditation.

##### **Book Collection**

The Musick Library currently holds over 8,285 books (up from 3,400 books in 2014) directly related to architecture, available in print or electronically. Books and other multimedia materials (DVDs, streaming video, audiobooks, etc.) are accessible through the Library's online catalog, OCLC WorldShare (available at <http://library.fairmontstate.edu>). The catalog provides either call number location for print titles in the physical collection, or electronic access features for on-campus or remote access purposes. Since 2014, largely driven by the student's preference for immediate, virtual access, the Musick Library has expanded emphasis on electronic resources. Electronic materials may be accessed by students and faculty 24/7 from any location, with any device (desktop, laptop, tablet, smartphone, etc.) with internet access by using their UCA/password (Unified College Account) authentication. Additionally, the OCLC WorldShare catalog features an "expanded search" capability which allows students to access full text books and articles (usually Open Source, Open Access, and CONTENTdm) from libraries and research institutions around the world. Where full text is not available online, it is made accessible through the Musick Library's Interlibrary Loan (ILL) program, which is a free service provided to students and faculty.

##### **Access to Interlibrary Loan**

As a participating member of OCLC, Musick Library at Fairmont State University has access to architecture collections of member libraries throughout the United States and provides this service, without charge, to the students and faculty of the institution. While interlibrary loan should not and will not be used in place of ownership, it will provide students and faculty the opportunity to use architectural materials not currently held and not otherwise available.

##### **Electronic Resources**

The Musick Library has nearly 100 databases available to students and faculty. Of special interest to architecture students are the following: Avery Index to Architectural Periodicals, Academic Video Online - Art & Architecture Collection (new since 2014), Films on Demand - Art & Architecture Collection (new since 2014), ARTstor, and Art Source. Multimedia holdings include numerous DVDs available for circulation; streaming video from two aforementioned database collections (Academic Video Online - Art & Architecture Collection —1257 videos, and Films on Demand - Art & Architecture Collection —1355 videos); and audiobooks (primarily non-fiction and biography) available through the West Virginia Digital Entertainment Library Initiative.

#### **4.3 Course Descriptions**

<http://www.fairmontstate.edu/collegeofscitech/academics/accreditation>

#### **4.4 Studio Culture Policy**

<http://www.fairmontstate.edu/collegeofscitech/academics/accreditation>

#### **4.5 Public Information**

<http://www.fairmontstate.edu/collegeofscitech/academics/accreditation>