

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

## **Architecture Program Report and The Plan for Achieving Initial Accreditation 2020 Visit for Continuing Candidacy**

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

**Date of Program Plan Year:**  
Year 4 of 6 years in the Program's Plan for Achieving Initial Accreditation

### **Current Term of Accreditation**

At the July 2018 meeting of the NAAB, the directors reviewed the Visiting Team Report for Initial Candidacy for Fairmont State University. As a result, the proposed Master of Architecture program was formally granted Initial Candidacy.

Submitted to: The National Architectural Accrediting Board  
Date: September 07, 2019

## 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, Chair, Department of Architecture + Graphics; Architecture Programs Coordinator***



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August 19, 2019

Tanya Tamarkin  
Executive Director, NAAB  
1101 Connecticut Ave. NW  
Suite 410  
Washington DC 20036

Dear Ms. Tamarkin:

I write to inform you that Fairmont State University is progressing in the implementation of the Plan for Achieving Initial Accreditation for its Master of Architecture (M.Arch) degree.

We anticipate the arrival of the visiting team on campus April 4, 2020 and a decision on continuing candidacy from the NAAB Board at its spring 2020 meeting. Upon successfully completing candidacy, it is our understanding that accreditation will be retroactive to the first day of the calendar year in which the visit occurs in 2022.

Accompanying this letter are all of the materials stipulated in the 2015 NAAB Procedures for Accreditation and the 2014 NAAB Conditions for Accreditation.

We look forward to continuing the process to full accreditation.

Sincerely,

Dr. Richard Harvey  
Provost and Vice President for Academic Affairs

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## **Section 1      Program Description**

### **I.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 154 years of its existence, the University has experienced many changes in an ongoing expansion of programs and purpose. From West Virginia's first normal school housed in a single building, the University's 120-acre campus has expanded to include more than 23 buildings and has grown to be the third largest of the state's universities with an enrollment of about 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, national security and architecture.

The Master of Architecture degree is an 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. John Senhauser and Andrea Rutledge consulted with, and advised the program in developing the 2017 plan for achieving initial candidacy. The program was among the first to pursue Initial Candidacy under the *Seitz 10-26-16, Version 2.0* format. In 2018 the program achieved Initial Candidacy. The NAAB appointed Donna Dunay, FAIA as program mentor to provide guidance through accreditation. Upon Initial Accreditation, 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.

### **Mission of the University**

The Fairmont State University family educates, enriches, and engages students to achieve personal and professional successes.

### **University Vision Statement**

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

### **The Program's Benefits to the Institution**

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

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

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

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

Providing Regional Recruiting Potential - The student body of FSU has traditionally been comprised

primarily of West Virginians, with a minority of students from the surrounding border states. Fairmont State is located in the center of the Mid-Atlantic region. Since beginning on the pathway toward accreditation, the program has seen increases in inquiries and admissions from the primary regional recruiting areas of Western Pennsylvania, Western Maryland, and Northern Virginia, where there are relatively few public institutions offering accredited degrees in architecture.

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

Sustainable design is an integral thread woven into the curricular and extracurricular activities of the program. Students and faculty engage with the community and the profession through efforts to spread the awareness of the potential for sustainable principles in design to positively impact communities. The program prepares students to sit for the USGBC LEED Green Associate exam. Pass rates for the exam over the last three years have been 100%

### **Benefits Derived to the Program from the Institutional Setting**

Location - Fairmont State is located in the heart of the northern mid-Atlantic region of the United States. This location affords the architecture program a deep and diverse recruiting pool. The university is situated among an interstate population center of approximately 15,000,000 people (2016 U.S. Census data), including major metropolitan areas in Maryland, Pennsylvania, Ohio, Virginia, and the District of Columbia accessible within a four hour drive from the main campus.

Interdisciplinary Relationships – Curricular minors in Art, Art History, and Graphic Design are coordinated to align with the pre-professional program electives. Program electives are designed to encourage interdisciplinary opportunities and to add breadth to student portfolios. Students often take electives in business to help prepare students for entry into the profession. Courses in graphic design are required for undergraduate students. Undergraduate courses in structural systems are taught by engineering technology faculty. The department of Architecture + Graphics embraces the opportunities for synergies between the programs.

Electives for graduate architecture students are coordinated with the Schools of Business and Fine Arts. The MBA program provides opportunities to collaborate with MBA students and faculty within a project management focus. Graduate students work with Art faculty through special topics courses geared to the student's emphasis of study.

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

The Celebration of Student Scholarship (CSS) is an annual event at Fairmont State that began in 2002. Kirk Morphew is a long-standing member of the CSS Selection/Organizing Committee. The

Celebration showcases posters and oral presentations from students who have conducted independent research over the past academic year. The projects are nominated by faculty who wish to recognize a student's exemplary work. The subjects range from architecture to biology, from art to literature. The work is presented to the campus community. Architecture is a regular contributor to the Celebration.

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



### **I.1.2 Learning Culture**

University Core Values: SOAR

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

The Architecture Program reinforces these values and 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 2019. The review (two 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. *(See Section 4 for Studio Culture Policy and further discussion of this topic)*

#### **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:

- 2014: Dr. Robert Kelly – “Le Corbusier in Firminy”
- 2015: Keith and Marie Zawistowski – “Architectural Education & Practice in the Academy”
- 2016: Julie Beckman – “Architecture and Community”
- 2017: Erin Carraher – “Building Relationship: Collaborative Architectural Practice”
- 2018: Matthew Clarke - “Creative Placemaking in the Age of Parks”
- 2019: Ann Decker – “Public Work – Architecture as Instrument”

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 Rohaly, AIA, LEED AP  
John Sausen, AIA, LEED AP  
Kathy Wyrosdick, MUP, City Planner  
Sandra Scaffidi, City Planner  
John Edward Porter, Assoc. AIA  
Matthew Breakey, AIA, LEED AP

Lecturers

Craig Baker, CEFP, 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 attended licensing advisor summits in San Diego, Chicago and Minneapolis.

**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 advised by the Architecture Program Academic Advisor and Outreach Coordinator. After their freshman year students 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 at quarter-term and mid-term of the semester. Any students with less than 'C' in any class are contacted by the Dean, faculty, and academic advisors to 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.

*Additional Support Services*

University Support Services oversees a number of areas that are crucial to student success including: Apply to the university, financial aid, disability services, the honors program and counseling.

<https://www.fairmontstate.edu/student-services/>

### **I.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.

#### **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. In 2018 and 2019 the Architecture Program participated in the NACAC National College Fair in Washington D.C. and Pittsburgh, PA.

Throughout the year Fairmont State promotes opportunities for student engagement with issues of diversity. In the Spring of 2019, the WV Folklife Center presented a "Diversity in Appalachia" lecture series.

The Hunt-Arnold Diversity Freshman Scholarship promotes a campus community of varied cultural perspectives that are traditionally underrepresented in higher education.

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

Multicultural Affairs Office

<https://www.fairmontstate.edu/studentservices/multicultural-affairs>

#### **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

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

## University Policies

- Harassment and Discrimination

See Policy Statement in the FSU Faculty Handbook and Board of Governors Policies:

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

[https://www.fairmontstate.edu/aboutfsu/sites/default/files/bog-policies/fsu\\_policy\\_09\\_0.pdf](https://www.fairmontstate.edu/aboutfsu/sites/default/files/bog-policies/fsu_policy_09_0.pdf)

[https://www.fairmontstate.edu/aboutfsu/sites/default/files/bog-policies/fsu\\_policy\\_08.pdf](https://www.fairmontstate.edu/aboutfsu/sites/default/files/bog-policies/fsu_policy_08.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.

#### **I.1.4 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 a collaborative way of thinking, and peer to peer learning. Students in their second year taking ARCH 2060 work as groups exploring building assembly at 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 multifaceted 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 the WV 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 100% pass rate. 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.

The program provides students with opportunities within the curriculum to explore global perspectives of cultures and conditions. ARCH 2010, 2020, 3050, 3085, 5505 and 5085 explore the impacts of social, historical, and cultural circumstances. Students pursue these concepts through various means of inquiry, and are provided with travel abroad opportunities for direct interaction and engagement.

#### **I.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, recently revised, addresses the present and future goals for the growth and success of the university and its students.

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 region by contributing 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*

The program emphasizes the need to integrate theory, culture, history, sustainability, and practice within the unique dynamics of the Appalachian region as a place of boom towns, rust belts, and wilderness; not so different than much of the country, yet ironically 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. The Community Design Assistance Center (CDAC), serves 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. In response, courses are revised as needed. Program level review occurs 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. Currently the program is making progress on the established milestones.

#### *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 meetings) are 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, most recently in spring of 2018.

#### *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, and otherwise more diverse populations. 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.

Program faculty and advisors attended national recruiting fairs in Washington D.C. in the Fall of 2018, and in Pittsburgh in the spring of 2019, as well as recruiting events throughout West Virginia.

#### *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.

*(See Section 2 for Long-Range Plan and Plan Matrix)*

### **I.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 over a decade, and is an ever improving mechanism for the campus community.

**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.

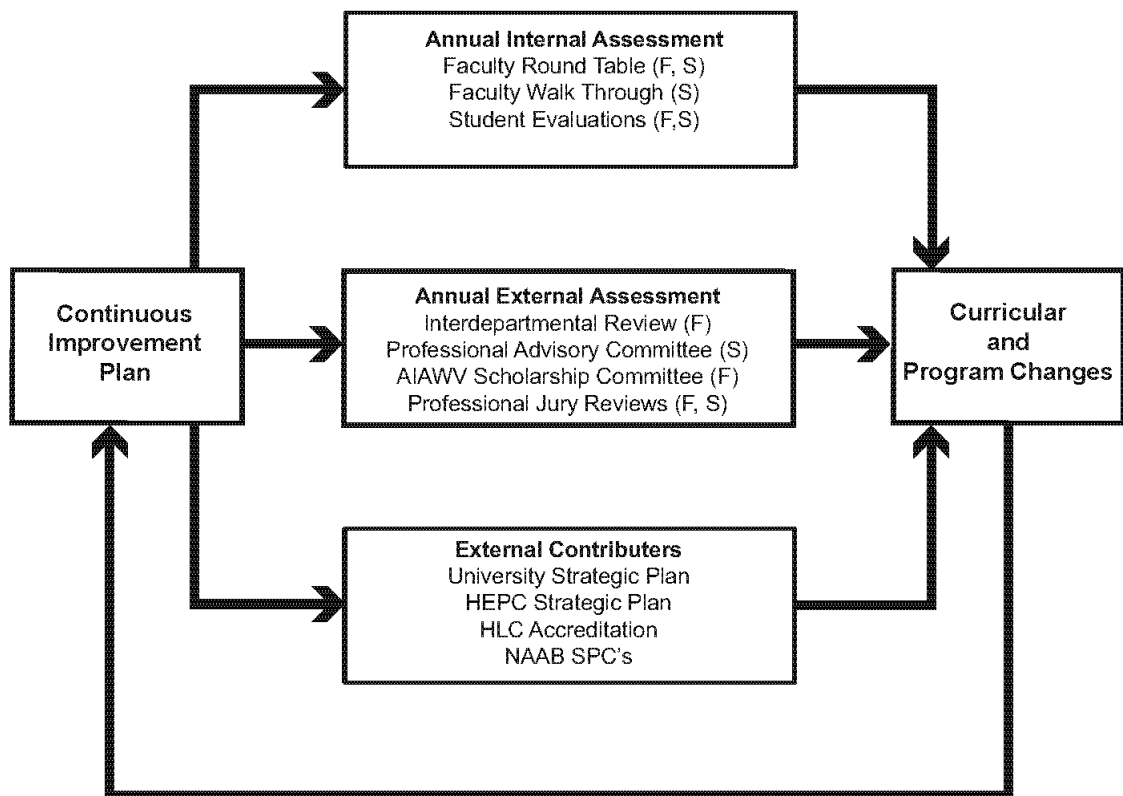
Throughout each academic term, members of the profession, the AIAWV Scholarship Committee, and members of the community participate in various design juries at both the undergraduate and graduate level. Participants provide tangible feedback through evaluation forms and rubrics. Feedback is reviewed 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 round table and walk-through discussions, focusing on progress toward the outcomes and the NAAB SPC's.

Students evaluate each course instructor each semester. These evaluations are conducted by the university and have used the IDEA Form over the past decade. Beginning in the fall of 2019, Evaluation Kit by Watermark Insights will be used. 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

### **I.2.1 Human Resources**

The architecture program made a strategic hire in the fall of 2018, and currently has four full-time faculty, 9 part-time faculty, and a dedicated freshman advisor. All full-time faculty are registered architects. As a product of the scale of the program and the university, the program shares: a procurement assistant, an 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 program administrator receives a reduction of 6 credit hours from their teaching load to dedicate to program management.

Faculty or staff to 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).*

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 are consistent with the mission of the architecture program.

Architecture faculty regularly attend conferences and professional meetings. The College of Science and Technology has dedicated travel funds 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.

Faculty have been supported to attend the ACSA Administrators Conference, the AIA Conference on Architecture, the Southeast Society of Architectural Historians Annual Conference, and AIAWV chapter meetings. The program covers the cost of professional membership in the AIA for the directors of the graduate and undergraduate programs. This has led to a greater engagement between AIAWV and the program.

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>

## **I.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 undergraduate studio is adequate for the current enrollment. 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. The fall 2018 program needs evaluation found that the existing undergraduate and graduate spaces are acceptable, but that a closer proximity between the graduate and undergraduate programs may be beneficial. Additionally, the university is planning realignment of the colleges that could provide opportunity for expansion of the program into neighboring spaces in ET, consolidating the program in one building. Plans are being submitted to the university for consideration.

#### **Digital Design**

In the ET building, the undergraduate program has 12 graphics workstations, scanners, printers, and plotters. The graduate program has a four station high-end 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.

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.

#### **Galleries**

The Architecture + Graphics Department is the primary user, and coordinator of the informal Linear Gallery, adjacent to the undergraduate studio on the second floor of ET, and the Glass Gallery on fourth floor of the ET building. These galleries exhibit student, faculty and external work. Additional 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.

*(See Section 4 for graphic plans of existing facilities and further discussion on this topic).*

### **I.2.3 Financial Resources**

The Institution - The fiscal health of the university is stable, and funds are adequate to meet the educational goals and outcomes of the program. The state legislature approved a new funding model for its regional institutions. As a result of this funding model, the university will see an increase of three million dollars in state appropriations. 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.

The architecture program's plan for initial accreditation recognizes the likelihood of increased enrollment subsequent to completed candidacy, and projects the need for an additional faculty, staff, and physical resources at that time, and is proactive in encumbering funding.

The Program - The architecture program has sole decision making authority to encumber and expend funds with budget supervision vested in the trust of the department chair.

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 undergraduate student pays a \$200 program fee and a \$300 college fee. Graduate students pay a \$400 program fee. Funding from program and college fees generate a minimum of \$48,000 for an academic year. Funds for faculty salaries and benefits come state 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 through the WV Foundation for Architecture. 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. The university and the FSU foundation are working to include the program in the next capital campaign.

For the purposes of operating a professional program, the program funds an operational budget and has proven to be able to conduct a high-quality program within that budget. Many of the student learning and achievement initiatives are funded by revenue from student fees; as these dollars are not state appropriated they are not subject to institutional budget cuts. Additionally, 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 major equipment purchases. Once the program is operating at its full potential, the accredited degree program will have greater opportunities for external fundraising.

*(See Section 4 for spreadsheet and further discussion on this topic).*

### **I.2.4 Professional Resources**

Library - The Musick Library currently holds over 10,600 books (up from 3,400 books in 2014 and 8,285 in 2018) directly related to architecture, available in print or electronically. Books and other multimedia materials (DVDs, streaming video, audiobooks, etc.) are accessible through the Library's online catalog, OCLC WorldShare (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.

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. The OCLC WorldShare catalog offers a “Libraries Worldwide” feature 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; through this expanded search capability, Worldshare provides bibliographic information for every resource cataloged by Library of Congress. Where full text is not available online, it is made accessible through the Musick Library's Interlibrary Loan (ILL) program, 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, Films on Demand - Art & Architecture Collection, and Art & Architecture Source. Multimedia holdings include numerous DVDs available for circulation; streaming video from two aforementioned database collections (Academic Video Online - Art & Architecture Collection —1374 videos, and Films on Demand - Art & Architecture Collection —1488 videos); and audiobooks (primarily non-fiction and biography) available through the West Virginia Digital Entertainment Library Initiative.

## **I.2.5 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, the Dean, 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 Architecture Program has a Programs Coordinator that serves as the program administrator and is assisted by 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.

The university is considering restructuring the academic units in the upcoming semesters.

### **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

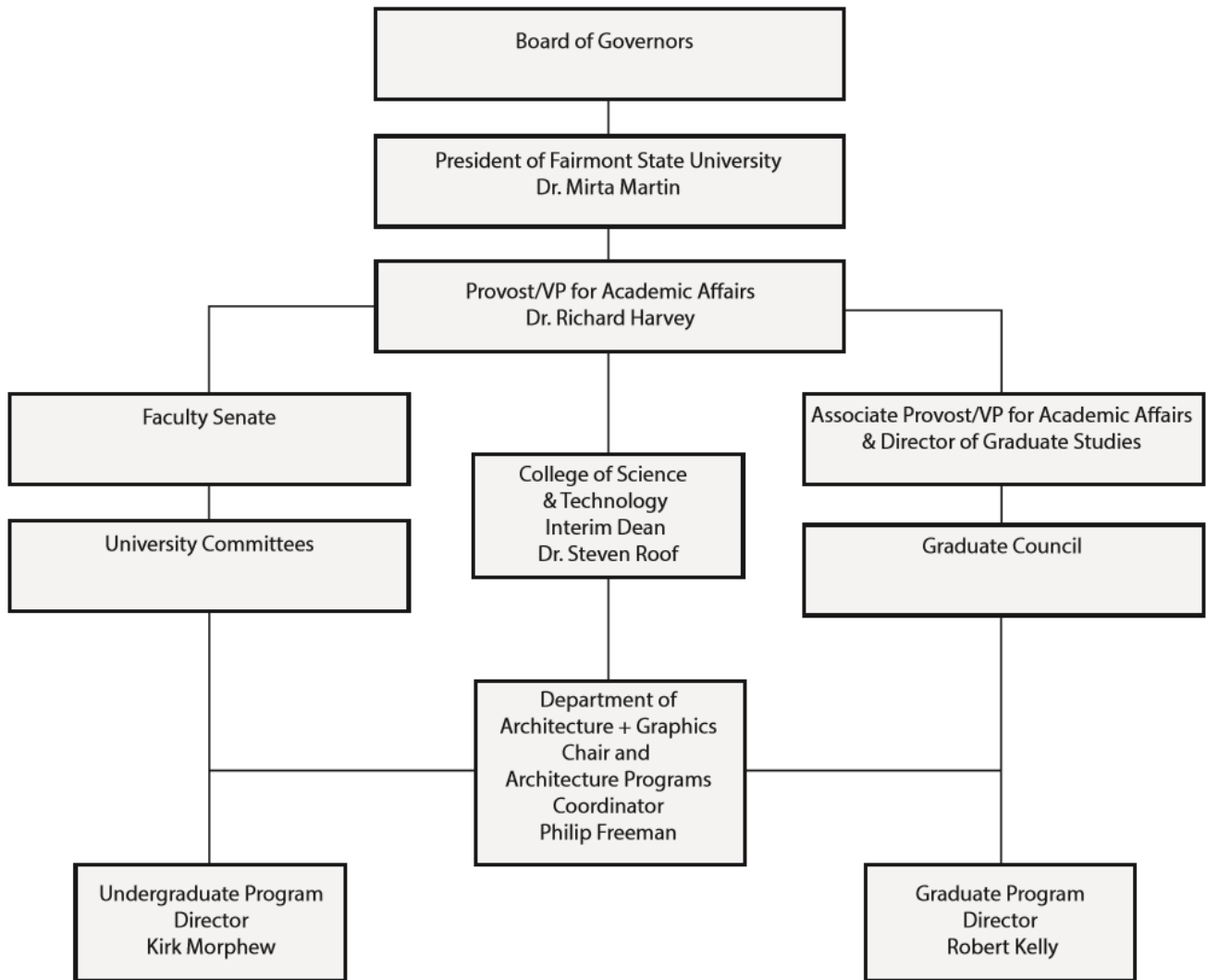
Committee, Faculty Development Committee, Faculty Harassment Complaint Committee, Faculty Personnel Committee, Faculty Welfare Committee, General Studies Committee, Institutional Review Board, Legislative Advocacy Committee, Library Committee, Student Financial Aid Appeals Committee, and Student Hearing 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.



## **Section 2 Progress Since the Previous Visit**

The program continues to make strides and improvements since the last NAAB visit. The improvements are detailed throughout the report, and are highlighted in the long-range planning milestones below and in the responses to the VTR-IC.

### **2.0 Long-Range Planning Progress Milestones**

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 was developed 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

Since 2018 Milestone 1 was further addressed with the addition of a fourth fulltime faculty member. Kellie Cole was hired as an Instructor of Architecture. In addition to teaching, Kellie serves as the advisor to the AIAS. The “adjunct community” has participated in fall and spring round table planning, and walk-through evaluations.

The adjunct community continues to foster unity and consistency, and encourages curricular and extra-curricular engagement beyond the individual courses. 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.

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

The program continues to maintain a Graduate Assistant, and funds one Undergraduate Student Assistant to help with items such as marketing, outreach, and program support. The program now has a dedicated freshman advisor, and continues to share an administrative staff member responsible for procurement and purchasing, and outreach coordinator.

Mr. Josh Lyons is AXP Licensing Advisor, adding more diversity to the perspectives of student advising and professional direction. Josh attended the 2019 Licensing Advisor Summit in Minneapolis.

Since 2018, faculty have been supported to attend the ACSA Administrators Conference, the Southeast Society of Architectural Historians Annual Conference, and the ACSA Fall Conference.



### Milestone 2 – Improve Financial Resources

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

A university capital campaign, planned for 2018 was postponed due to changes in leadership at the FSU Foundation. The university and the foundation are planning for next campaign and are working to include the architecture program. The program has met with potential donors for establishing gifts and endowments.

### Milestone 3 – Improve Physical Resources

Since 2018, Facility needs for the program have been evaluated. The university is considering a new structure for the academic schools, reducing the number to two colleges. As a result, there will be the need for some reorganization on campus. The architecture program has developed plans for acquiring additional studio and support spaces to consolidate the graduate and undergraduate programs in the ET building.

As part of the program evaluation, a laptop policy has been developed that would allow the program to move away from maintaining hardware and software in studio labs. This would free financial resources to be used to support other student learning opportunities. The policy is being reviewed by the university.

Equipment - Since 2018, the architecture program has replaced and expanded its furnishings and electronic tools. Student chairs and desks have been replaced as needed in ET 207 and ET 209 and HB 218. Lighting improvements have been made in ET 207 and 209 to facilitate better working conditions and support presentations. Four high-end computer stations, located in HP 216 studio, have been added to run the most recent architectural rendering software. The wireless network in ET 207, 209, and the HB suite has been upgraded to facilitate laptop usage at individual studio desks. The program acquired a new large format flat screen TV for ET 209. A new 11 x17 color laser printer for ET 207 has replaced an outdated model. 3-D printers in both ET 207 and HB 218 Studios allow students to explore modeling in a more diverse and precise manner.

### Milestone 4 – Improve Self-Assessment

Since 2018, Formal external, and interdepartmental reviews continue. A undergraduate program review was completed for the university in the spring of 2018. The annual interdepartmental review of the program was completed in the fall of 2018, and will be conducted in the fall of 2019. AIAWV Scholarship Committee conducted a formal review jury of upper level design studio projects in the fall of 2018, and will conduct a similar jury of work this fall. Full faculty roundtables and walk-throughs are being conducted at the beginning and end of each semester. Undergraduate and graduate studio presentations continue to be reviewed by external practitioners and members of community stakeholder groups. The annual program assessment meeting with the PAC was conducted on April 12, 2019.

### Milestone 5 – Initial Candidacy

Initial Candidacy for Accreditation was achieved July 2018 (See section 4.3.1 for memorandum)

### Milestone 6 – Continuing Candidacy

Visit in Spring 2020

### Milestone 7 – Initial Accreditation

Anticipated 2022

## 2.1 Long Range Plan Matrix



## 2.2 Response to the VTR-IC

### CONDITIONS NOT YET MET

**II.4.1 Statement on NAAB-Accredited Degrees:** All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, Appendix 1, in catalogs and promotional media.

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

Program Response: The statement located on the FSU College of Science and Technology website under a tab labeled "Accreditation." has been updated (changed from 6 year to 8 year term) to reflect the current language.

### CONDITIONS NOT MET

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

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

Program Response: In response to the three criteria not met, the scope of inquiry for ARCH 4030 has been restructured to better include vertical transportation, security, and communications systems. Additionally, better exploring of these points of concern is emphasized where they occur in other program coursework.

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

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

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

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

**2018 Visiting Team Assessment:** The APR and the link to the department of architecture and graphics website <https://www.fairmontstate.edu/collegeofscitech/academics/architecture-program> identifies the graduate program as a Master of Architecture (M. Arch) program. The Master of Architecture or M. Arch

degree as defined by NAAB is an accredited degree which may only be used for NAAB-accredited programs. As cited in the NAAB Conditions for Accreditation, the Master of Architecture or M. Arch is recognized by the public as an accredited degree and therefore should not be used by non-accredited programs.

Program Response: The program contacted the NAAB and discussed the intent of this condition. Based on that discussion it was determined that the language was intended to clarify degree nomenclature and eliminate confusion stemming from post-professional, or non-professional degrees, and for those not eligible for accreditation by the NAAB. Since the program is seeking accreditation for the Master of Architecture degree, and was candidate eligible, it was determined that the program degree name should not have to be changed. Further it was determined that certain logistical problems would arise regarding retroactive accredited degrees and eligibility for applying the “NCARB rule” should the degree name change prior to accreditation.

## **AREAS IN PROGRESS**

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

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



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

Program Response: The Musick Library currently holds over 10,600 books (up from 3,400 books in 2014 and 8,285 in 2018) directly related to architecture, available in print or electronically. Books and other multimedia materials (DVDs, streaming video, audiobooks, etc.) are accessible through the Library’s online catalog, OCLC WorldShare (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. Over the past five years, 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. The OCLC WorldShare catalog offers a “Libraries Worldwide” feature which allows students to discover and access full text books and articles (usually Open Source, Open Access, and CONTENTdm) from libraries and research institutions around the world; through this expanded search capability, Worldshare provides bibliographic information for every resource cataloged by Library of Congress. Where full text is not available online, it is made accessible through the Musick Library’s Interlibrary Loan (ILL) program, which is a free service provided to students and faculty.

## **Section 3 – Compliance with Conditions of Accreditation**

### **II.1.1 Student Performance Criteria**

	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	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											
ARCH 4030 Mechanical & Electrical Systems														Ability		Understanding										
ARCH 4050 Design VI: Build											Ability			Understanding	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	Understanding																		
ARCH 5540 Professional Practice																		Understanding				Understanding	Understanding	Understanding	Understanding	Understanding
ARCH 5550 Comprehensive Design Studio						Ability			Ability	Ability	Ability									Ability	Ability					
ARCH 5560 Architecture Design Seminar 2: Sustainable							Understanding																			
ARCH 6610 Advanced Study Proposal			Ability																Understanding							
ARCH 6550 Advanced Architectural Design																				Ability	Ability					

 ABILITY  
 UNDERSTANDING

## **SPC Goals**

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.

### **II.2.1 Institutional Accreditation**

*(See Section 4 for Regional Accreditation Letter)*

### **II.2.2 Professional Degrees and Curriculum**

Master of Architecture – The degree program pursuing NAAB accreditation is a 1 ½ year Master of Architecture degree program. The program is structured as a pre-professional-plus degree. The four year pre-professional degree serves as the required pre-requisite degree. Students from other pre-professional architecture programs may enter the program based upon evaluation of their preparatory education.

*(See Section 4 for Course Descriptions and further discussion on this topic)*



**MASTER OF ARCHITECTURE  
 MODEL SCHEDULE - (42 Credit Hours)**

**FIRST YEAR FALL**

ARCH 5500 ARCHITECTURE DESIGN STUDIO - COMMUNITY .....	6
ARCH 5510 ARCHITECTURE DESIGN SEMINAR 1 – SMALL URBAN CONTEXT .....	3
ARCH 5540 PROFESSIONAL PRACTICE .....	3
ARCH 55XX ARCHITECTURE ELECTIVE .....	3
	15

**FIRST YEAR SPRING**

ARCH 5550 COMPREHENSIVE DESIGN STUDIO .....	6
ARCH 5560 ARCHITECTURE DESIGN SEMINAR 2 - SUSTAINABLE .....	3
ARCH 6610 ADVANCED STUDY PROPOSAL .....	3
ARCH 55XX ARCHITECTURE ELECTIVE .....	3
	15

**SECOND YEAR FALL 12 HOURS**

ARCH 6650 ADVANCED ARCHITECTURAL DESIGN STUDIO .....	6
ARCH 66XX ARCHITECTURE ELECTIVE .....	3
ARCHITECTURE OR INTERDISCIPLINARY ELECTIVE .....	3
	12

**BACHELOR OF SCIENCE IN ARCHITECTURE:  
 MODEL SCHEDULE (126 Credit Hours)**

**FRESHMAN FIRST SEMESTER**

ENGL 1101 WRITTEN ENGLISH I3	
MATH 1530 COLLEGE ALGEBRA .....	3
ARCH 1000 DESIGN FUNDAMENTALS I .....	4
ART 1120 ART APPRECIATION .....	3
PHED 1100 FITNESS AND WELLNESS .....	2
	15

**FRESHMAN SECOND SEMESTER**

ENGL 1102 WRITTEN ENGLISH II .....	3
MATH 1540 TRIG AND ELEMENTARY FUNCTIONS .....	3
ARCH 1050 DESIGN FUNDAMENTALS II (ARCH 1000) .....	4
GRFX 1111 IMAGING I FOUNDATIONS .....	3
CITIZENSHIP ELECTIVE .....	3
	16

**SOPHOMORE FIRST SEMESTER**

ARCH 2000 DESIGN I: FOUNDATION (ARCH 1050, CR: ARCH 2060) .....	4
ARCH 2060 BUILDING TECHNOLOGY I (CR: ARCH 2000) .....	4
ARCH 2010 ARCHITECTURAL HISTORY I .....	3
PHYS 1101 INTRODUCTION TO PHYSICS (MATH 1115) .....	4
PROGRAM ELECTIVE.....	1
	16

**SOPHOMORE SECOND SEMESTER**

ARCH 2050 DESIGN II: FOUNDATION (ARCH 2000) .....	4
ARCH 2020 ARCHITECTURAL HISTORY II (ARCH 2010) .....	3
MECH 1100 STATICS (MATH 1115).....	3
ETHICS ELECTIVE .....	3
PROGRAM ELECTIVE.....	3
	16

**JUNIOR FIRST SEMESTER**

ARCH 3000 DESIGN III: SITE (ARCH 2050, ARCH 2020) .....	6
MECH 2200 STRENGTH OF MATERIALS (MECH 1100 W/ C MIN) .....	4
INTERDISCIPLINARY AND LIFELONG LEARNING ELECTIVE .....	3
PROGRAM ELECTIVE.....	3
16	

**JUNIOR SECOND SEMESTER**

ARCH 3050 DESIGN IV: URBAN (ARCH 3000) .....	6
CIVL 2290 INTRODUCTION TO STRUCTURES (MECH 2200) .....	3
ARCH 3010 SUSTAINABLE DESIGN .....	3
HUMANITIES ELECTIVE .....	3
15	

**SENIOR FIRST SEMESTER**

ARCH 4000 DESIGN V: TECHNOLOGY (PR: ARCH 3050, CR: ARCH 4060) .....	6
ARCH 4060 BUILDING TECHNOLOGY II (CR: ARCH 4000) .....	4
ARCH 3060 ARCHITECTURE PORTFOLIO .....	3
SOCIAL SCIENCE ELECTIVE .....	3
16	

**SENIOR SECOND SEMESTER**

ARCH 4050 DESIGN VI: DESIGN/BUILD (ARCH 4000, CR: ARCH 4030) ...	6
ARCH 4030 MECHANICAL AND ELECTRICAL SYSTEMS (CR: ARCH 4050) .....	4
CULTURAL AWARENESS AND HUMAN DIGNITY ELECTIVE .....	3
PROGRAM ELECTIVE.....	3
16	

**II.3 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.

## **II.4 Public Information**

The University maintains an Architecture Program Website. The "Accreditation" section contains the following statements and links.

### **II.4.1 Statement on NAAB-Accredited Degrees**

All catalogs and promotional materials for this program will include the Statement on NAAB-Accredited degrees, exactly as worded in the *NAAB 2014 Conditions for Accreditation and as described on the program website*.

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

### **II.4.2 Access to NAAB Conditions and Procedures**

*The following documents are directly linked to the program website.*

2014 NAAB Conditions for Accreditation

2015 NAAB Procedures for Accreditation

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

### **II.4.3. Access to Career Development Information**

*The following resources are directly linked to the program website.*

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

**Archinet**

**AIA Career Center**

**AIAWV**

**NCARB**

**Fairmont State Career Services Center**

<https://www.fairmontstate.edu/student-services/career-services>

#### II.4.4 Public Access to APRs and VTRs

The flowing documents pertaining to accreditation are available on the architecture program website.

NAAB Initial Candidacy Decision Letter

The Most Recent APR

The final edition of the most recent VTR, including attachments and addenda.

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

### III.1 Annual Statistical Report

See Appendix 1: Annual Statistical Report

#### III.1.2 Interim Program

Report N/A Not included in this

report

## Section 4 Supplemental Material

### 4.1.0 Course Descriptions

The Program Course Descriptions are directly linked to the program website.

<https://www.fairmontstate.edu/collegeofscitech/academics/architecture-course-descriptions>

### 4.1.1 Faculty Matrix

Staffing for the professional program consists of four 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.

#### Faculty/Course Load Matrix (2018-2020)

Course Number/Title	Professor	Professor Credentials
<b>SPRING 2018</b>		
ARCH 6010 Advanced Study Proposal	Robert Kelly	Assoc. Prof., Architect
ARCH 5585 Architecture Study + Travel	Robert Kelly	Assoc. Prof., Architect
ARCH 5560 Design Seminar II: Sustainability	Josh Lyons	Adjunct Asst. Prof., Architect
ARCH 5550 Comprehensive Design Studio	Philip Freeman	Assoc. Prof., Architect
ARCH 4050 Design VI: Build	Jason Miller	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	Josh Lyons	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
<b>FALL 2018</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 5510 Design Seminar: Small Urban Context	Robert Kelly	Assoc. Prof., Architect
ARCH 5501 CDAC-Leadership	Philip Freeman	Assoc. Prof., Architect

**Fairmont State University**  
**Architecture Program Report and the Plan for Achieving Initial Accreditation**  
**FSU APR + Plan 09\_3\_2019**

ARCH 5500 Design Studio: Community	Robert Kelly	Assoc. Prof., Architect
ARCH 4060 Building Technology II	Philip Freeman	Assoc. Prof., Architect
ARCH 4000 Design V: Technology	Stacey Bowers	Adjunct Asst. 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	Kellie Cole	Instructor, Architect
<b>SPRING 2019</b>		
ARCH 6010 Advanced Study Proposal	Robert Kelly	Assoc. Prof., Architect
ARCH 5585 Architecture Study+Travel	Robert Kelly	Assoc. Prof., Architect
ARCH 5560 Design Seminar II: Sustainability	Kirk Morphew	Professor, Architect
ARCH 5550 Comprehensive Design Studio	Philip Freeman	Assoc. Prof., Architect
ARCH 4050 Design VI: Build	Kellie Cole	Instructor, 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	Kirk Morphew	Professor, 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	Kellie Cole	Instructor, Architect
ARCH 1000 Design Fundamentals I	Kellie Cole	Instructor, Architect

Course Number/Title	Professor	Professor Credentials
<b>FALL 2019</b>		
ARCH 6650 Advanced Architectural Design Studio	Robert Kelly	Assoc. Prof., Architect
ARCH 5540 Professional Practice	William Yoke, Jr.	Adjunct Prof. of Practice, Architect
ARCH 5599 Special Topics in Architecture	Robert Kelly	Assoc. Prof., 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	Philip Freeman	Assoc. Prof., Architect
ARCH 4000 Design V: Technology	Kellie Cole	Instructor, Architect
ARCH 3001 CDAC	Philip Freeman	Assoc. Prof., Architect
RCH 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	Kellie Cole	Instructor, Architect

#### 4.1.2 Faculty Résumés

Résumés of faculty in both the undergraduate and graduate architecture

*The Faculty Resumes are directly linked to the program website.*

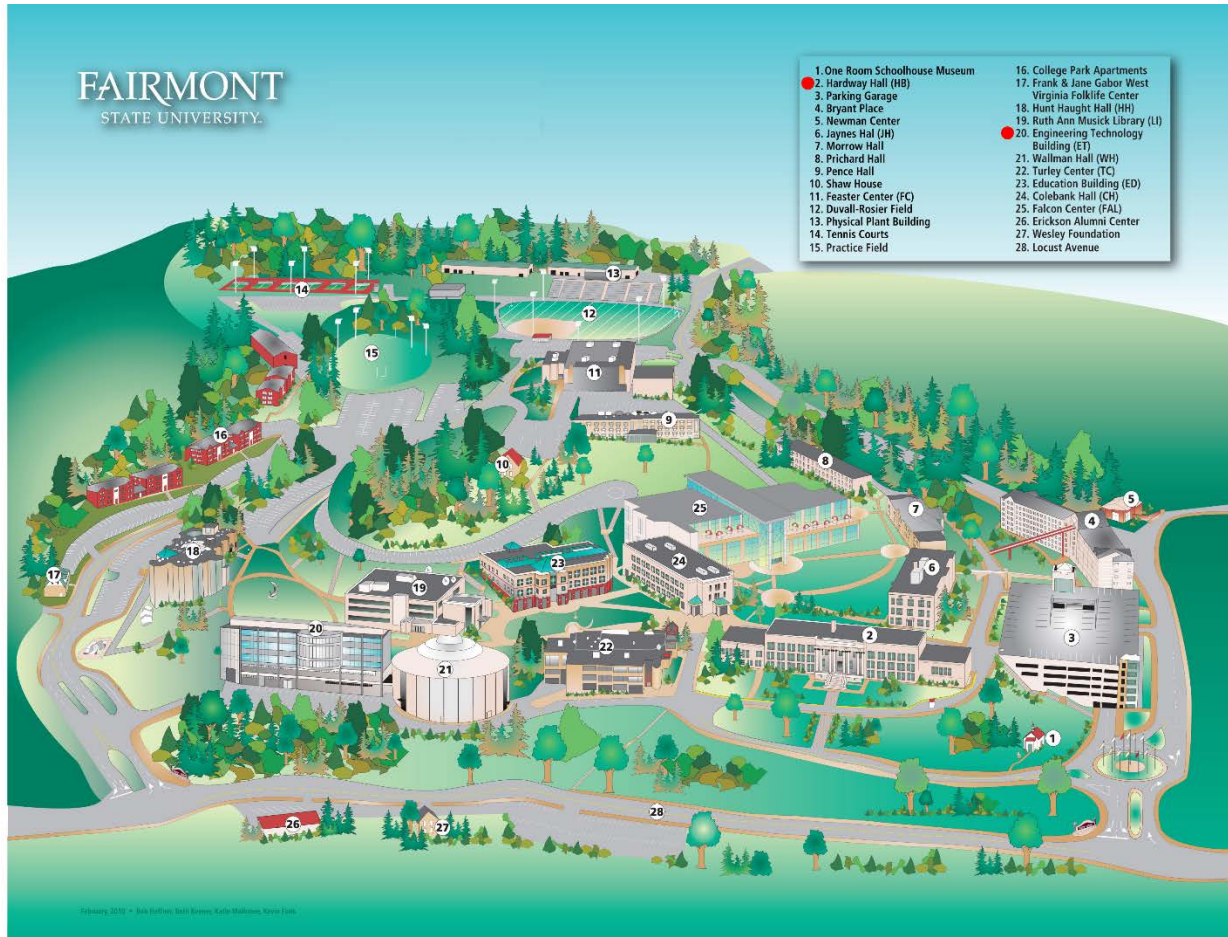
<https://www.fairmontstate.edu/collegeofscitech/academics/architecture-faculty-resumes>

#### 4.1.3 Studio Culture Policy

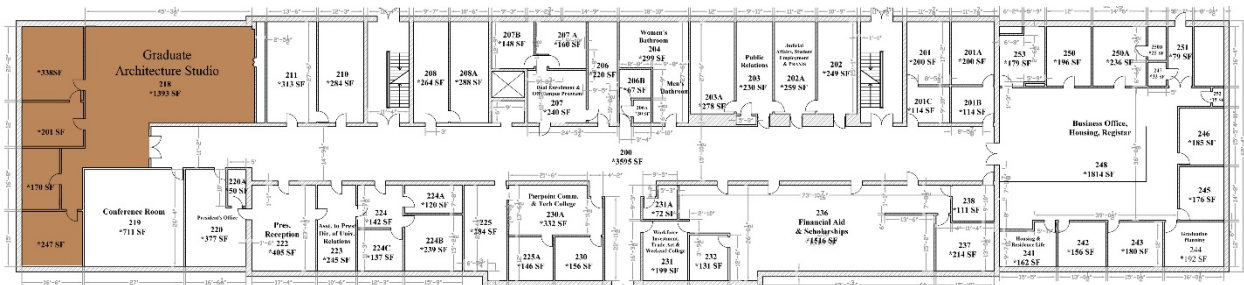
*The Studio Culture Police is directly linked to the program website.*

<https://www.fairmontstate.edu/collegeofscitech/sites/default/files/Studio%20Culture%20Policy.pdf>

4.2.1 Physical Resources

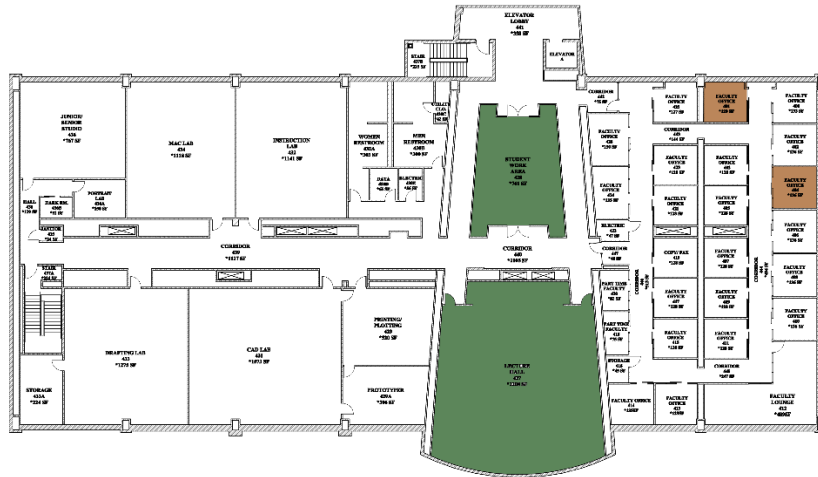


Campus Map

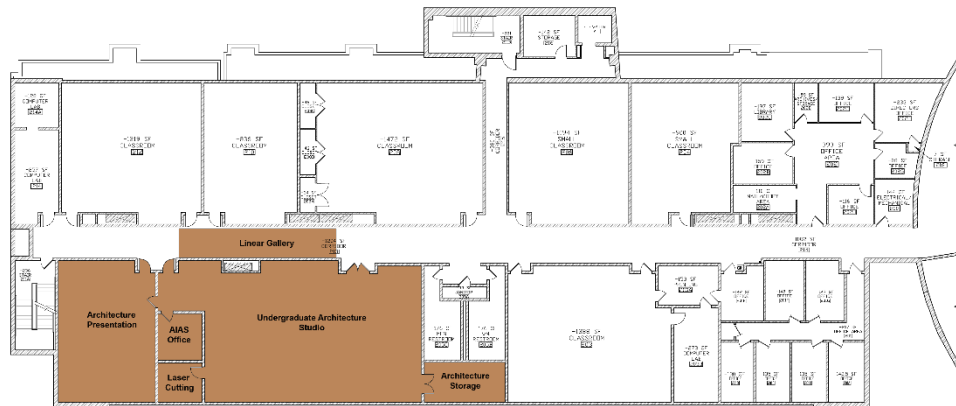


Hardway Hall – Graduate Architecture Facility

- Architecture Facilities**
- Architecture Spaces
  - Shared Spaces



**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



**4.2.2 Financial Resources**

	Year 2018-19	Year 2019-20	Year 2020-21	Year 2021-22
<b>FTE Positions</b>				
Administrators	.50	.50	.50	.50
Full-time Faculty	4	4	4	4
Adjunct Faculty	2	4	4	4
Graduate Assistants	2	1	2	2
Other Personnel: Administrative Staff	.30	.30	.30	.30
<b>Operating Costs</b>				
Administrators	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Full-time Faculty	\$302,000.00	\$302,000.00	\$332,000.00	\$340,000.00
Adjunct Faculty	\$8,000.00	\$16,000.00	\$16,000.00	\$16,000.00
Graduate Assistants	\$6,000.00	\$3,000.00	\$6,000.00	\$6,000.00
Other Personnel: Administrative Staff	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
Total Salaries	\$331,000.00	\$331,000.00	\$369,000.00	\$373,000.00
Expenses	\$71,500.00	\$78,400.00	\$70,900.00	\$83,300.00
Scholarships Student Learning/Achievement	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Professional	\$37,200.00	\$37,200.00	\$38,200.00	\$39,500.00
Dues/Assoc.	\$1,200.00	\$1,200.00	\$1,200.00	\$1,300.00
Computers/Software	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Educational supplies	\$500.00	\$5,000.00	\$500.00	\$5,000.00
Accreditation Cost	\$13,600.00	\$12,000.00	\$14,000.00	\$12,500.00
FF & E	\$2,000.00	\$6,000.00	-	\$8,000.00
Total Costs	\$402,500.00	\$442,200.00	\$439,900.00	\$456,300.00
<b>Sources</b>				
General Fund Appropriations	\$331,000.00	\$331,000.00	\$369,000.00	\$373,000.00
Program Fees	\$71,500.00	\$68,400.00	\$78,400.00	\$73,300.00
FSU Foundation		\$10,000.00		\$10,000.00
Dean's Budget (Discretionary)				
AIAWV	\$1,500.00	\$2,000.00	\$2,000.00	\$2,000.00
Federal Government	-	-	-	-
Private and Other	-	\$2500,00	\$5000,00	\$5000,00
Total All Sources	\$404,000.00	\$424,900.00	\$454,400.00	\$463,300.00

#### 4.3.1 Initial Candidacy Memorandum



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.  
1101 Connecticut Ave NW, Suite 410 | Washington, DC 20036  
info@naab.org | 202.783.2007 | www.naab.org

July 26, 2018

Mirta Martin, PhD  
President  
Fairmont State University  
222 Hardway Hall  
1201 Locust Avenue  
Fairmont, WV 26554

Dear President Martin:

At their July 2018 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for Fairmont State University.

On behalf of the board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted initial candidacy. The next visit for continuation of candidacy is scheduled for 2020. The program must achieve initial accreditation by 2024.

Please be reminded that candidacy is predicated on the following requirement:

- Submission of Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2018.

Public dissemination of both the Architecture Program Report and the VTR is also required. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the 2014 *Conditions for Accreditation* and Section 5 of the 2015 *Procedures for Accreditation*.

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architecture education.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Judith Kinnard', written in a cursive style.

Judith Kinnard, FAIA  
President

cc: Philip Freeman, AIA, Chair  
Donna Dunay, FAIA, Team Chair

#### **4.3.1 Previous VTR-IC**

*The VTR-IC is directly linked to the program website.*

[https://www.fairmontstate.edu/collegeofscitech/sites/default/files/Fairmont%20State%20VTR\\_2018\\_public.pdf](https://www.fairmontstate.edu/collegeofscitech/sites/default/files/Fairmont%20State%20VTR_2018_public.pdf)


### 4.3.3 Regional Accreditation Letter



HIGHER LEARNING COMMISSION

Search Site



About HLC ▾ Accreditation ▾ Policies ▾ Publications ▾ Peer Review ▾ Programs and Events ▾ Student Resources ▾ 

## Statement of Accreditation Status

as of September 3, 2019

### 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)*

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.

## 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/?Itemid=&Action=ShowBasic&instid=1663>

**APPENDIX 1**  
**Annual Statistical Report**

# NAAB – Annual Report -- Part I – Statistical Report

## SECTION A. INSTITUTIONAL CHARACTERISTICS

### 1. Program Contact Information:

Name	Fairmont State University
Title	Architecture + Graphics
Office Phone Number	304.367.4237
Fax Number	
Email	pfreeman@fairmontstate.edu

### 2. Institution Type:

Public

### 3. Carnegie Classification:

<b>a. Basic Classification:</b> (smaller programs)	Master's/S: Master's Colleges and Universities
<b>b. Undergraduate Instructional Program:</b> sciences, some graduate coexistence	Prof+A&S/SGC: Professions plus arts &
<b>c. Graduate Instructional Program:</b> professional (education dominant)	Postbac-Prof/Ed: Postbaccalaureate
<b>d. Size and Setting:</b> nonresidential	M4/NR: Medium four-year, primarily

### 4. Which regional accreditation agency accredits your institution?

North Central Association of Colleges and Schools (NCACS)

### 5. In which ACSA region is the institution located?

Mid Atlantic

### 6. Who has direct administrative responsibility for the architecture program?

Name	Philip M Freeman
Title	Department Chair, Assoc. Professor of Architecture
Office Phone Number	304-367-4237
Fax Number	304-367-4934
Email	pfreeman@fairmontstate.edu

### 7. To whom should inquiries regarding this questionnaire be addressed?

Name	Philip M Freeman
Title	Department Chair, Assoc. Professor of Architecture
Office Phone Number	304-367-4237
Fax Number	304-367-4934
Email	pfreeman@fairmontstate.edu

### 8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Dr. Stacey Jones
Title	VP for Institutional Effectiveness
Office Phone Number	304-367-4832
Fax Number	304-367-4742
Email	Stacey.Jones@fairmontstate.edu

**NAAB – Annual Report -- Part I – Statistical Report**

**SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS**

**1. DEGREE PROGRAMS**

**a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)**

**Accredited**

N/A

**Candidate**

M. Architecture Cand

**b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes**

<b>Degree Type</b>	<b>Available?</b>	<b>Full Degree Title</b>
Bachelor of Science	Yes	Bachelor of Science in Architecture
Bachelor of Architectural Studies	No	NA
Bachelor of Arts	No	NA
Bachelor of Design	No	NA
Bachelor of Environmental Design	No	NA
Bachelor of Fine Arts	No	NA
Other	No	NA

**c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?**

No

<b>Full Degree Title</b>
NA
NA
NA
NA
NA
NA
NA

**d. What is the Classification of Instructional Programs (CIP) Code assigned to your accredited degree program(s)?**

B. Architecture      NA

M. Architecture      04.0201

D. Architecture      NA

**2. Does your institution have plans to initiate any new NAAB-accredited degree programs?**

No

**3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?**

No

**4. What academic year calendar type does your institution have?**

2 Semesters or Trimester

**5. Articulation Agreements**

Does the architecture program have articulation agreements with local community colleges? No



## NAAB – Annual Report -- Part I – Statistical Report

If yes, how many articulation agreements does the program have? 0

Does the articulation agreement include the B. Arch. degree program? No

Is the articulation agreement for a four-year preprofessional degree? No

### 6. Credit Hours for Completion for each program:

- a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
  - M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
  - M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 168
  - M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 0
- b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?
  - M. Architecture undergraduate:
    - General Education: 0
    - Professional: 0
    - Electives: 0
  - M. Architecture Pre-Professional:
    - General Education: 0
    - Professional: 30
    - Electives: 12
  - M. Architecture Non-Pre-Professional:
    - General Education: 0
    - Professional: 0
    - Electives: 0

### 7. Online classes offered for each program:

a. Indicate whether online classes are offered.

B. Architecture: No

Percentage of Classes 0

M. Architecture: No

Percentage of Classes 0

D. Architecture: No

Percentage of Classes 0

**NAAB – Annual Report -- Part I – Statistical Report**

**8. Average credit hours per student per term by degree program?**

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 15

M. Architecture Non-Pre-Professional: 0

**9. Is your degree program(s) offered in whole, or in part, at more than one campus or location**

No

If YES, please provide location and credit hours offered.

City and State	Country	Credit Hours
----------------	---------	--------------

**NAAB – Annual Report -- Part I – Statistical Report**

**SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS**

1. Tuition is defined as “the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year.”

a. What were the tuition and fees for the institution for the last fiscal year?

M. Architecture: Full-Time Student (In-State) \$8662.00 (Tuition), \$800.00 (Fees); Full-Time Student (Out-of-State) \$17536.00 (Tuition), \$800.00 (Fees); Part-Time Student (In-State) \$470.00 (Tuition), \$45.00 (Fees); Part-Time Student (Out-of-State) \$976.00 (Tuition), \$45.00 (Fees)

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? No  
If yes, what is the additional tuition and fees for the summer program? No

d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

Additional Comments

NA

**2. Financial Aid:**

a. What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran’s benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*

<b>Grant Type</b>	<b>% Students Receiving Aid</b>	<b>Average Amount by Types of Aid</b>
a. Institution Federal Grants	44%	\$4,276.00
a. Institution State/Local Grants	38%	\$2,196.00
a. Institution Institutional Grants	28%	\$2,350.00
a. Institution Student Loans	61%	\$7,162.00
b. Architecture Program Federal Grants	43%	\$5,395.00
b. Architecture Program State/Local Grants	27%	\$2,485.00
b. Architecture Program Institutional Grants	10%	\$2,857.00
b. Architecture Program Student Loans	62%	\$7,772.00

b. What percentage of students are Pell Grant eligible?

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<b>Grant Type</b>	<b>Input</b>
B. Arch	0%
D. Arch	0%
All Programs	43%
M. Arch	0%

**3. Graduate Assistantships:**

**a.** How many graduate assistantships were awarded during the last fiscal year? 2

**b.** What do graduate assistants receive?

Stipend? Yes If yes, Amount: 3000

Tuition Remission? Yes If tuition, how much? 3827 If credit hours, how many? 9

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**SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED AND PREPROFESSIONAL DEGREE PROGRAMS**

**1. Entering Students:**

M.Architecture Total Entering:: 2

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	2	0	0	0	2	0	2
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>

Pre-Professional Total Entering Students:: 20

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
White	11	0	3	0	14	0	14
Hispanic/Latino	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black or African American	2	0	0	0	2	0	2
Two or more races	0	0	0	0	0	0	0
Race and ethnicity unknown	3	0	1	0	4	0	4
<b>TOTAL</b>	<b>16</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>20</b>
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0

**2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.**

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M.Architecture Total Enrollment: 6

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	2	2	0	1	2	3	5
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	1	0	1	0	1
Race and ethnicity unknown	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>6</b>

Pre-Professional Total Enrollment: 20

<b>Race</b>	<b>Male Full Time</b>	<b>Male Part Time</b>	<b>Female Full Time</b>	<b>Female Part Time</b>	<b>TOTAL Full Time</b>	<b>TOTAL Part Time</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	1	0	1	0	1
Black or African American	11	0	0	0	11	0	11
Hispanic/Latino	1	0	0	0	1	0	1
White	30	0	14	0	44	0	44
Two or more races	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0
Race and ethnicity unknown	5	0	3	0	8	0	8
<b>TOTAL</b>	<b>47</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>65</b>	<b>0</b>	<b>65</b>

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**SECTION E -- DEGREES AWARDED**

**1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?**

Degrees Awarded M. Architecture:

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	0	0	0
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>

Degrees Awarded Pre-Professional:

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>TOTAL</b>
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	11	4	15
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
<b>TOTAL</b>	<b>11</b>	<b>4</b>	<b>15</b>

**2. Time to Completion/Graduation**

**a. Time to completion equals the total number of semesters/quarters to complete the degree:**

M. Architecture UG 0, M. Architecture Pre-Professional 3, M. Architecture Non-Pre-Professional 0

**b. Percentage of students that graduate in “normal time to completion”:**

**3. Graduation rate for B. Arch programs**

Graduation rate for Institution:

Graduation rate for B. Architecture programs:

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**SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS**

**1. What is the total number of permanent workstations (studio desks) that can be assigned to students enrolled in design studios?**

Main Campus 52  
Other Locations

**2. Are your students required to have a laptop computer?**

No

**3. Any portion of the program offered online? (NAAB accredited program only)**

No

If yes, how many credit hours 0

**4. Please indicate which of the following learning resources are available to all students enrolled in NAAB-accredited degree programs(s).**

<b>Resource Type</b>	<b>Available?</b>
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	Yes
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	No

If other resources are available, please describe:

The Musick Library has electronic image databases available to architecture students and faculty. Image and video collections include: Academic Video Online -Art & Architecture Collection, Films on Demand - Art & Architecture Collection , ARTstor, and Art Source.

**5. Financial Resources**

**a. Total Revenue from all sources \$300606**

**b. Expenditures**

- i. Instruction \$\$297,766.00
- ii. Capital \$\$2,839.00
- iii. Overhead \$\$0.00

**c. Per Student Expenditure:** What is the average per student expenditure for students enrolled in a NAAB accredited degree program. *This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.*

**Instruction + Overhead / FTE Enrollment: \$4,194.00**







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Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):**

<b>Race</b>	<b>TOTAL Male</b>	<b>TOTAL Female</b>	<b>GRAND TOTAL</b>
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	5	3	8
Two or more races	0	0	0
Nonresident alien	0	0	0
Race and ethnicity unknown	0	0	0
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>8</b>

**3. Faculty Credentials:**

<b>Highest Degree Achieved</b>	<b>Professor Male</b>	<b>Professor Female</b>	<b>Associate Professor Male</b>	<b>Associate Professor Female</b>	<b>Assistant Professor Male</b>	<b>Assistant Professor Female</b>	<b>TOTAL Male</b>	<b>TOTAL Female</b>	<b>GRAND TOTAL</b>
B. Arch. (accredited)	0	0	0	0	0	0			0
M. Arch. (accredited)	1	0	1	0	0	0			2
D. Arch. (accredited)	0	0	0	0	0	0			0
Ph.D. in architecture	1	0	0	0	0	0			1
Ph.D. in other discipline	0	0	0	0	0	0			0
Post-professional graduate degree in architecture	0	0	0	0	0	0			0
Other degrees	0	0	0	0	0	0			0
Registered in U.S. Jurisdiction	0	0	0	0	0	0			0
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>			<b>3</b>

**4. Salaries**

<b>Instructional Faculty Type</b>	<b>Number</b>	<b>Minimum</b>	<b>Average</b>	<b>Maximum</b>	<b>University Average</b>
Professor	1	\$0.00	\$77,016.00	\$77,016.00	\$76,772.00
Associate Professor	2	\$61,974.00	\$65,991.00	\$70,008.00	\$70,335.00
Assistant Professor	0	\$0.00	\$0.00	\$0.00	\$52,614.00
Instructor	0	\$0.00	\$0.00	\$0.00	\$39,375.00