

June 14, 2018

Board of Governors



AGENDA
FSU BOARD OF GOVERNORS' MEETING
JUNE 14, 2018, 9:00 A.M.
LOCATION: BOARD ROOM, FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV



- I. CALL TO ORDER**
 - A. Roll Call
 - B. Public Comment
 - C. Approval of Agenda *Action Item*
 - D. Approval of 2018-2019 Meeting Dates..... *Tab 1 Action Item*

- II. APPROVAL OF MINUTES OF MAY 10, 2018.....** *Tab 2 Action Item*

- III. CHAIRMAN’S REPORT**

- IV. PRESIDENT’S REPORT**

- V. REPORTS AND PRESENTATIONS**
 - A. Foundation (RJ Gimbl)
 - B. Construction Project Updates (Tom Tucker)

- VI. CONSENT AGENDA.....** *Tab 3 Action Item*
 - A. Financial Reports (Month Ending: April 30, 2018)

- VII. ACADEMIC AFFAIRS COMMITTEE (Aaron Hawkins, Chair)**
 - A. Approval of the BS Architecture Program Review,
With Assessment Data Improved from the 2016-2017
Status of Emerging to Target for Future Assessment Cycles..... *Tab 4 Action Item*
 - B. Approval to Continue Development of the MA Degree
in National Security and Intelligence, Pending Completed
Course Descriptions and Strengthened Outcomes..... *Tab 5 Action Item*
 - C. Approval of the MS Healthcare Management Program..... *Tab 6 Action Item*

- VIII. ATHLETIC AFFAIRS COMMITTEE (Frank Washenitz, Chair)**

- IX. BY-LAWS COMMITTEE (Dixie Yann, Chair)**

- X. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Bill Holmes, Chair)**

- XI. FINANCE COMMITTEE (John Schirripa, Chair)**
 - A. Approval of FY 2019 Education and General (E&G) Budget..... *Tab 7 Action Item*

- XII. EXECUTIVE COMMITTEE (Dixie Yann, Chair)**

- XIII. NOMINATING COMMITTEE** (Deborah Prezioso, Chair)
 - A. Election of FSU Board of Governors' Officers
(Effective July 1, 2018 through June 30, 2019).....*Action Item*
- XIV. POSSIBLE EXECUTIVE SESSION** - Under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues
- XV. ADJOURNMENT**

NEXT MEETING: AUGUST 16, 2018, 9:00 A.M.,
LOCATION: BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

Tab 1

2018 - 2019 Board of Governors' Meeting Dates

Fairmont State University

Meeting Dates	Time	Location
August 16, 2018	9:00 a.m.	Board Room, Falcon Center
October 18, 2018	9:00 a.m.	Board Room, Falcon Center
December 6, 2018	9:00 a.m.	Board Room, Falcon Center
February 21, 2019	9:00 a.m.	Board Room, Falcon Center
April 18, 2019	9:00 a.m.	Board Room, Falcon Center
May 9, 2019 (Special Budget Meeting)	9:00 a.m.	Board Room, Falcon Center
June 13, 2019	9:00 a.m.	Board Room, Falcon Center
August 15, 2019	9:00 a.m.	Board Room, Falcon Center
October 17, 2019	9:00 a.m.	Board Room, Falcon Center
December 5, 2019	9:00 a.m.	Board Room, Falcon Center

Prepared June 2018

Tab 2



FAIRMONT STATE UNIVERSITY
BOARD OF GOVERNORS
MEETING MINUTES
MAY 10, 2018
BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

I. CALL TO ORDER

A. Roll Call

Chair Dixie Yann convened a meeting of the Fairmont State University (FSU) Board of Governors on May 10, 2018, beginning at approximately 9:00 a.m. in the Board Room, 3rd Floor Falcon Center, at 1201 Locust Avenue, Fairmont, West Virginia.

At the request of Chair Yann, Serena Scully, Special Assistant to the President, conducted a roll call of the Board of Governors. Present for the meeting were board members Holly Fluharty, Aaron Hawkins, Deborah Prezioso, Dr. Budd Sapp, John Schirripa and Dixie Yann. Frank Washenitz participated by conference call. Dr. Chris Courtney was present after roll call. Dr. Mark Hart was also present after roll call, via conference call. Bill Holmes, Jay Puccio and Alyssa Welling were absent.

Others present were President Martin and President's Council members Christa Kwiatkowski, Christina Lavorata, John Lympany and Tim McNeely. Tom Tucker, Assistant VP of Facilities; Stephanie Slaubaugh, Construction Manager; Chad Fowler, Acting Athletic Director; Ryan Courtney, Director of Internal Relations; Pat Snively, Director of Athletic Compliance; Monica Cochran, Director of Procurement; Debbie Stiles, Budget Director; Richard Harvey, Dean, School of Business; Donald Trisel, Dean, College of Science & Technology; Jessica Sell, Government Relations and Development Officer; Jessica Sharps, News and Feature Editor; Amantha Cole, Director of Planning and Grants; Pam Stephens, Director of Educational Support Programs; Shawn Ragsdale, Classified Staff Council Chair; Courtney Materazzi, volleyball coach; student athletes (Sasha Sampson, Mackenzie Harrison, Sabrina Buhagiar, and Alex Quintao); and members of local media were in attendance as well.

B. Public Comment

Holly Fluharty reported that no one had signed up for public comment.

C. Approval of Agenda

Dr. Sapp made a motion to approve the agenda. Aaron Hawkins seconded. The motion passed.

II. APPROVAL OF MINUTES OF APRIL 19, 2018

Deborah Prezioso made a motion to approve the minutes of April 19, 2018. Budd Sapp seconded. The motion passed.

III. REPORTS AND PRESENTATIONS

A. Constituent Report (Student Athletes)

Sasha Sampson, junior volleyball player; Mackenzie Harrison, senior volleyball player; Sabrina Buhagiar, senior women's swimming team; and Alex Quintao, senior men's swimming team all spoke about their backgrounds, experiences at Fairmont State University, and future plans.

IV. CONSENT AGENDA

Aaron Hawkins moved to accept the following Consent Agenda:

Financial Reports for period ending March 31, 2018.

Chris Courtney seconded. The motion passed.

V. FINANCE COMMITTEE (John Schirripa, Chair)

John Schirripa, Chair of the Finance Committee, asked Christa Kwiatkowski, Interim CFO to provide a brief update.

The Finance Committee met on April 26th and discussed the financial reports for March 2018, FY 2019 pay raise, FY 2019 auxiliary budgets, FY 2019 capital projects, and Musick library elevator funding transfer.

She advised that the Aladdin food-service contract had been renewed. With the new contract, we have secured a full-service Chick-Fil-A and full-service Starbucks, beginning in fall 2018. We have also secured a Chilaca as well. All food service options will be in the Falcon Center. Fairmont State will be the only institution in the state that will have a full-service Chick-Fil-A.

State appropriations were given in the amount of \$488,175 to fund a 5% raise. However, less than half of Fairmont State employees are state appropriation funded. The full cost to the institution to provide a 5% raise would be \$1,377,098, leaving \$888,923 as unfunded. The cost to provide a 2% raise would be \$479,543, leaving \$8,632 as excess to be earmarked for bringing employees to the minimum of CUPA standards. It is requested that a 2% raise be approved.

Budd Sapp moved to approve the following:

A. FY 2019 Pay Raise

Aaron Hawkins seconded. The motion passed.

Analysis for each auxiliary budget is provided in the board packet.

Aaron Hawkins moved to approve the following:

B. FY 2019 Auxiliary Budgets

Chris Courtney seconded. The motion passed.

Capital projects information is provided in the board packet.

Chris Courtney moved to approve the following:

C. FY 2019 Capital Projects

Aaron Hawkins seconded. The motion passed.

In FY18, \$125,000 in E&G capital dollars were approved to upgrade the Musick Library Elevator. We recently received notice of bond dollars appropriated to Fairmont State to cover the cost of that project. Therefore, it is requested that those dollars be transferred to replace a failing chiller at the Caperton Center.

Deborah Prezioso moved to approve the following:

D. Musick Library Elevator Funding Transfer

Budd Sapp seconded. The motion passed.

VII. ADJOURNMENT

Budd Sapp made a motion to adjourn the meeting. Aaron Hawkins seconded. The motion passed.

_____ FSU Board of Governors' Chair
Dixie Yann Date

_____ FSU Board of Governors' Secretary
Aaron Hawkins Date

Tab 3

**Fairmont State University
Board of Governors
June 14, 2018**

Item: April Financial Reports

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Board of Governors recognize and accept the April Unrestricted and Restricted reports.

Staff Member: Christa Kwiatkowski

Background: Summary of the reports submitted is attached.

Fairmont State University
Board of Governors
April 2018

Unrestricted Central E&G and Unrestricted Fund Manager

The unrestricted funds are resources of the institution which are expendable for any purpose in performing the primary objectives of the institution such as instruction, research, and public service.

Central E&G funds are the main operating budget of the institution. The sources of these revenues include tuition and fees, state appropriations, chargeback revenues from Pierpont, and other miscellaneous income. The funding supports academic units, student services, support services, information technology, library services, administration, and physical plant.

Fund Manager funds represent the funds assessed or earned by the academic schools or other departments that support costs specific to that department such as equipment and laboratory supplies.

April 2018

With 83% of the fiscal year completed, the Unrestricted Central E&G year to date operating revenues of \$26,124,469 represents 89.08% of the projected current budget. The year to date operating expenses of \$31,911,084 represents 72.88% of the projected current budget. The year to date non-operating revenues of \$12,891,212 represents 101.85% of the projected current budget. After adjusting for debt service, financial aid match and other transfers, the actual YTD balance at the end of April is a positive \$6,935,427. The primary contributor to this positive budget balance is the recognition of the 4th quarter state appropriation revenues and the efforts to reduce salary expenses through vacancies. Last year at this time, the actual YTD balance was \$6,253,657. Last year, we ended with a positive balance of \$7,990.

Fund Manager funds year to date operating revenues of \$2,466,419 represents 117.65% of the projected current budget. The year to date operating expenses of \$2,054,690 represents 72.48% of the projected current budget. After non-operating revenues and other transfers, the actual YTD balance at the end of March is a positive \$476,489. Last year at this time, the actual YTD balance was \$313,991. Last year, we ended with a positive balance of \$81,809.

Auxiliary Funds

Auxiliary enterprises are self-supporting activities conducted to primarily to provide facilities or services to students, faculty, and staff. Auxiliary activities include: operation of residence halls, public safety, Falcon Center, bookstore, dining, and intercollegiate athletics.

April 2018

With 83% of the fiscal year completed, the Auxiliary year to date operating revenues of \$12,697,010 represents 91.90% of the projected current budget. The year to date operating expenses of \$6,934,435 represents 82.22% of the projected current budget. After non-operating revenues, the debt service

payments and other transfers, the actual YTD balance at the end of April is a positive \$829,208. Last year at this time, the actual YTD balance was \$813,724. Last year, we ended with a positive balance of \$412,102.

Restricted Funds

The Restricted Fund group consists of those funds that are expendable for operating purposes by the University but are limited by grantors or an outside agency as to the specific purpose for which they may be expended. Restricted funds at FSU consist primarily of contracts and grants received from federal or state governments for financial aid, research, public service, or other restricted purpose.

April 2018

With 83% of the fiscal year completed, the Restricted year to date operating revenues of \$26,995,874 represents 81.91% of the projected current budget. The year to date operating expenses of \$33,510,913 represents 78.34% of the projected current budget. After adjusting for Pell Grant revenues and other transfers, the actual YTD balance is a negative (\$71,220). The negative balance is due to reimbursable grant expenses due to Fairmont State University.

There was no new grant activity in April.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G

As of April 30, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE					
	Tuition and Fees	25,610,943	24,540,943	23,101,888	94.14
	Student Activity Support Revenue	471,765	435,765	425,726	97.70
	Faculty Services Revenue	684,799	684,799	126,560	18.48
	Operating Costs Revenue	1,608,764	1,607,856	1,083,924	67.41
	Support Services Revenue	1,824,852	1,813,989	1,286,257	70.91
	Other Operating Revenues	242,293	244,293	100,039	40.95
	Total:	30,443,416	29,327,644	26,124,469	89.08
OPERATING EXPENSE					
	Salaries	23,734,508	23,964,567	16,983,600	70.87
	Benefits	5,984,320	6,141,213	4,148,365	67.55
	Student financial aid-scholarships	3,619,117	3,619,117	3,528,091	97.48
	Utilities	1,423,306	1,419,636	1,355,203	95.46
	Supplies and Other Services	6,883,750	7,010,923	4,951,399	70.62
	Equipment Expense	523,867	425,178	143,472	33.74
	Loan cancellations and write-offs	0	0	20,556	
	Fees retained by the Commission	185,560	185,560	179,715	96.85
	Assessment for Faculty Services	408,460	408,460	100,355	24.57
	Assessment for Support Services	235,806	187,607	123,628	65.90
	Assessment for Student Activity Costs	349,764	338,764	334,987	98.89
	Assessment for Operating Costs	96,283	85,520	41,713	48.78
	Total:	43,444,741	43,786,545	31,911,084	72.88
OPERATING INCOME / (LOSS)		(13,001,326)	(14,458,901)	(5,786,615)	40.02
NONOPERATING REVENUE (EXPENSE)					
	State Appropriations	13,472,214	14,579,417	14,579,417	100.00
	Gifts	0	3,300	3,300	100.00
	Investment Income	69,245	69,245	75,563	109.12
	Assessment for E&G Capital & Debt Service Costs	(2,143,319)	(1,994,319)	(1,767,068)	88.61
	Total:	11,398,140	12,657,643	12,891,212	101.85
TRANSFERS & OTHER					
	Capital Expenditures	(53,434)	(47,400)	(17,276)	36.45
	Construction Expenditures	(7,500)	(71,500)	0	0.00
	Transfers for Debt Service	(64,863)	(64,863)	(64,769)	99.85
	Transfers for Financial Aid Match	(81,239)	(81,239)	(15,680)	19.30
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(43,959)	(73,850)	(71,445)	96.74
	Total:	(250,393)	(338,250)	(169,170)	50.01
BUDGET BALANCE		(1,853,579)	(2,139,508)	6,935,427	(324.16)
Add: Estimated Unfilled Position Savings:		0	0		
ADJUSTED BUDGET BALANCE		(1,853,579)	(2,139,508)		
* Add: UNRESTRICTED NET ASSETS - Beginning of Year		6,961,393	7,610,679		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>5,107,814</u>	<u>5,471,171</u>		

* Unrestricted Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of \$9,170,798

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of April 30, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	1,966,775	2,006,543	2,336,313	116.43
	Other Operating Revenues	84,975	89,808	130,106	144.87
	Total:	2,051,750	2,096,351	2,466,419	117.65
OPERATING EXPENSE	Salaries	772,837	1,122,425	702,626	62.60
	Benefits	111,704	183,626	113,933	62.05
	Student financial aid-scholarships	32,310	20,200	27,238	134.84
	Utilities	4,500	16,500	2,173	13.17
	Supplies and Other Services	1,853,882	1,348,237	1,109,170	82.27
	Equipment Expense	575,586	143,970	99,549	69.15
	Total:	3,350,818	2,834,958	2,054,690	72.48
OPERATING INCOME / (LOSS)		(1,299,068)	(738,607)	411,729	(55.74)
NONOPERATING REVENUE (EXPENSE)	Gifts	500	500	874	174.88
	Interest on capital asset related debt	0	0	(23,791)	
	Total:	500	500	(22,917)	(4,583.37)
TRANSFERS & OTHER	Capital Expenditures	(28,339)	(20,000)	(10,371)	51.85
	Construction Expenditures	0	0	(34,100)	
	Indirect Cost Recoveries	65,643	65,643	53,055	80.82
	Transfers - Other	7,550	103,023	79,093	76.77
	Total:	44,854	148,666	87,677	58.98
BUDGET BALANCE		(1,253,714)	(589,441)	476,489	(4,580)
Add: Estimated Unfilled Position Savings:		0	0		
Add: UNRESTRICTED NET ASSETS - Beginning of Year		1,928,034	1,976,577		
Less: USE OF RESERVE		0	0		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>674,320</u>	<u>1,387,136</u>		

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of April 30, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	8,518,824	8,653,078	7,672,133	88.66
	Auxiliary Fees & Debt Service Support Revenue	5,143,400	4,928,400	4,834,089	98.09
	Other Operating Revenues	235,339	235,339	190,773	81.06
	Total:	13,897,563	13,816,817	12,697,010	91.90
OPERATING EXPENSE	Salaries	2,757,073	2,736,674	2,151,083	78.60
	Benefits	677,798	635,598	413,560	65.07
	Student financial aid-scholarships	884,706	838,706	773,423	92.22
	Utilities	884,706	884,706	771,065	87.15
	Supplies and Other Services	3,201,298	3,223,200	2,756,098	85.51
	Equipment Expense	103,316	115,327	69,206	60.01
	Total:	8,508,897	8,434,212	6,934,435	82.22
OPERATING INCOME / (LOSS)		5,388,666	5,382,605	5,762,575	107.06
NONOPERATING REVENUE (EXPENSE)	Gifts	0	535	535	100.00
	Interest on capital asset related debt	(13,602)	(13,602)	(13,602)	100.00
	Total:	(13,602)	(13,067)	(13,067)	100.00
TRANSFERS & OTHER	Capital Expenditures	(62,300)	(61,367)	(11,549)	18.82
	Transfers for Debt Service	(4,887,809)	(4,887,809)	(4,881,103)	99.86
	Transfers for Financial Aid Match	(3,425)	(3,425)	0	0.00
	Transfers for Capital Projects	0	(20,000)	(20,000)	100.00
	Transfers to Plant Reserves	0	(391,771)	0	0.00
	Transfers - Other	0	(5,166)	(7,647)	148.03
	Total:	(4,953,534)	(5,369,538)	(4,920,299)	91.63
BUDGET BALANCE - Projected Transfer to Reserves		421,531	0	829,208	
* Add: NET ASSETS - Beginning of Year		<u>7,542,464</u>	<u>7,530,263</u>		
Equals: PROJECTED NET ASSETS - End of Year		<u>7,963,995</u>	<u>7,530,263</u>		

* Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of \$1,081,994

* Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a 20 year plan to support each auxiliary enterprise capital repair/replacement need.

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
For Period Ending April 30, 2018

	Approved Budget*	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE				
Federal Grants and Contracts	23,269,230	23,593,400	18,085,743	76.66
State/Local Grants and Contracts	6,819,242	7,381,939	6,430,407	87.11
Private Grants and Contracts	1,835,200	1,887,904	2,387,047	126.44
Other Operating Revenue	70,520	95,605	92,677	96.94
Total:	31,994,193	32,958,848	26,995,874	81.91
OPERATING EXPENSE				
Salaries	442,776	800,290	493,365	61.65
Benefits	40,253	128,974	81,334	63.06
Student financial aid - scholarships	40,229,776	40,245,799	32,374,354	80.44
Supplies and Other Services	1,264,663	1,640,942	505,982	30.83
Equipment Expense	(61,183)	(41,234)	55,877	-135.51
Total:	41,916,284	42,774,770	33,510,913	78.34
NONOPERATING REVENUE				
Federal Pell Grant Revenues	10,000,000	10,000,000	6,510,846	65.11
Gifts	0	0	0	0.00
Investment Income	0	0	0	0.00
Total:	10,000,000	10,000,000	6,510,846	65.11
TRANSFERS & OTHER				
Capital Expenditures	(23,396)	(102,641)	(44,245)	43.11
Construction Expenditures	(7,500)	(7,500)	0	0.00
Transfers for Fin Aid Match	84,664	87,432	33,431	38.24
Indirect Cost Recoveries	(54,838)	(87,836)	(56,213)	64.00
Transfers - Other	0	(13,000)	0	0.00
Total:	(1,070)	(123,545)	(67,027)	54.25
BUDGET BALANCE	76,839	60,533	(71,220)	
Add: RESTRICTED NET ASSETS - Beginning of Year	0	0		
PROJECTED RESTRICTED NET ASSETS - End of Year	<u>76,839</u>	<u>60,533</u>		

*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

Tab 4

**Fairmont State University
Board of Governors
June 14, 2018**

Item: Approval of Program Reviews

Committee: Academic Affairs

Recommended Resolution: Resolved, that the Fairmont State University Board of Governors approve the following program review: Bachelor of Science in Architecture.

Staff Member: Christina Lavorata, Provost and Vice President of Academic Affairs

Background: HEPC Title 133, Series 10, "Policy Regarding Program Review" requires each Governing Board to review at least every five years all programs offered at the institution(s) of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs at the institution.

PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted March 1, 2018

Program Bachelor of Science in Architecture
Degree and Title



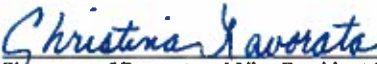
INSTITUTIONAL RECOMMENDATION

- 1. Continuation of the program at the current level of activity;
- 2. Continuation of program with corrective action;
- X 3. Identification of the program for further development; *ASSESSMENT to "TARGET"*
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuation of the Program

Rationale for Recommendation:

The FSU Architecture program is the only one in the state of WV. It has been successful and will continue to be successful with our support. Enrollments are increasing and graduation rates are good. We three fulltime faculty and have a good core of adjunct faculty who are helping to make the program stronger.

We are currently preparing for NAAB accreditation with the team visit planned for early April. Once we obtain "Initial Candidacy" status, our programs should receive more recognition, attention, and enrollments. We'll also need to budget for an additional faculty member and plan for improved and expanded spaces for the program.

 <hr/> Signature of person preparing report	02/13/2018 <hr/> Date
 <hr/> Signature of Dean	03/1/2018 <hr/> Date
 <hr/> Signature of Provost and Vice President for Academic Affairs	5-30-18 <hr/> Date
<hr/> Signature of President	<hr/> Date
<hr/> Signature of Chair, Board of Governors	<hr/> Date

B.S. Architecture

Five Year Program Review

Spring 2017

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Appendices

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Executive Summary for Program Review

(not to be more than 2-3 pages)

Name and degree level of program:

Architecture: Bachelor of Science

External reviewer(s)

Professional Advisory Committee: William E. Yoke, Jr., AIA, NCARB; Jason Miller, AIA, NCARB; John Sausen, AIA, NCARB, Stacey Bowers, AIA, NCARB; Craig Baker, CEFP; Ashley Lyons, A-AIA

Synopses of significant findings, including findings of external reviewer(s)

The B.S. in Architecture is the only undergraduate architecture program in West Virginia. The architecture program is pursuing candidacy by the National Architectural Accreditation Board (NAAB); the B.S. in Architecture program provides the critical pre-requisite education for an accredited M. Arch professional degree. According to the Professional Advisory Committee, every reasonable effort needs to be made to strengthen the B.S in Architecture and the M. Arch program and gain NAAB Accreditation. As an accredited, professional degree program, the FSU program can broaden its appeal to students from the entire Mid-Atlantic region, and implement faculty and facility development which will contribute to the real and perceived quality of the institution as a whole.

Plans for program improvement, including timeline

Plans for improvement include NAAB initial candidacy in 2018, continued candidacy in 2020, and full accreditation in 2022.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

The most recent available program review (2012) states that the greatest weakness of the architecture program is the lack of a professional accreditation by the NAAB. This remains to be a recognized weakness. Also stated were the need for additional faculty, and improved facilities.

In 2013 the M. Arch program was approved by the HEPC, and became subsequently NAAB candidate eligible. The B.S. degree curriculum was revised to serve as a pre-requisite degree satisfying 60% of the required student performance criteria for the candidate program. In the fall of 2017 the architecture program a plan for initial candidacy was approved by the NAAB, and the program is scheduled for a candidacy visit in the spring of 2018.

In 2014 The program added an additional faculty member, Dr. Robert Kelly. In the Fall of 2015 the program was relocated from Hunt Haught Hall to an improved studio space in the Engineering Technology Building.

Five-year trend data on graduates and majors enrolled

Over the past five years, from Fall 2012 –Spring 2017, the architecture program has had an average of 27 students in the first semester freshman course ARCH 1000 Design Fundamentals I, and has graduated 54 students from the Bachelor's degree program.

The number of first year students had decreased when compared to the previous review period, but has been trending upward over the past three years. The regression in the number of first year students may be due to the increased rigor and academic demands of the program as it has moved toward NAAB accreditation.

Student attrition in the program may in part be attributed to the fact that the program has an open admission policy, and architecture is a difficult and demanding major that may not be congruent with the preparedness of some of the students.

Over the past five years the number of advisees for architecture faculty have averaged between 70-90 students.

Summary of assessment model and how results are used for program improvement

Student assessment begins in the design studio. In the design studio, student and faculty engage on a one-to-one level that is unique in education, as is the peer-to-peer learning opportunity. Critical thinking skills are challenged, knowledge of history and theory are tested and the ability to present ideas using the most relevant media of the profession is evaluated. Students are assessed through design project presentations, tests and quizzes, research papers and classroom activities. The design studio provides an almost constant state of review on some level by peers, faculty, adjunct faculty and professional juries. It is from the studio that the entire architectural learning environment is cultivated.

Program Assessment occurs through: annual internal assessment, annual external assessment, and in response to external contributors. Internal assessment consists in part through: fall and spring faculty round table reviews, the spring faculty walk-through, and student course evaluations. External Assessment is occurs via fall semester interdepartmental review, professional advisory committee review in the spring, AIAWV Scholarship Committee review in the fall, and professional design juries of student work in both the fall and the spring semesters. External contributors that inform the program are the university strategic plan, HEPC strategic plan, National Council of Architecture Registration Boards (NCARB) educational standards, and NAAB student performance criteria.

The findings of each assessment element are reviewed each semester against the NAAB student performance criteria, and adjustments to the content and delivery of course material are made in response.

Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Over the past five years the Architecture Program has graduated 54 students with a Bachelor's of Science degree in Architecture. Of those graduating in 2016 and 2017, approximately 80 percent are pursuing an advanced degree or are employed in architecture related fields. More specifically, 70 percent are pursuing an advanced degree in architecture and 40 percent are employed in positions related to their field of study. At least two other graduates are pursuing additional degrees.

Final recommendations approved by governing board

PROGRAM REVIEW

FAIRMONT STATE UNIVERSITY	
Program:	Architecture
School:	Fairmont State University
Date:	February 13, 2018

Program Catalog Description:

The B.S. in Architecture provides a sound basis for the pursuit of general knowledge and the first phase of a professional education for the general practice of architecture. The four-year program encompasses a foundation core of design, introductory studies in architectural history and theory, and building technology. Advanced design studios address methodology, and technological and theoretical synthesis through applied studies of a wide range of design inquiries and projects. Successful completion of the degree will prepare students to enter the profession at a more advanced level or pursue a graduate degree from a National Architectural Accreditation Board (NAAB)-accredited school of architecture. Graduates with the baccalaureate degree are qualified for entry-level positions such as designer or engineering technician. They may be employed in architectural offices, engineering offices, corporations or businesses which produce their own in-house construction documents, and construction-related fields.

VIABILITY (§ 4.1.3.1)

Enrollments

Applicants, graduates	<p>Report using common data base attached here.</p> <p>The architecture program currently has no special admissions requirements other than those of general admission to the university (see university catalog).</p> <p>The Average ACT score of freshmen is 21.5.</p> <p>The first semester freshman class has averaged 24.5 students over the past five years (as averaged from first semester freshman courses ARCH 1000, 2013-2017).</p> <p>BS Architecture graduates for the corresponding period, Spring 2013-Fall Spring 2017, average 10.8 students per year.</p> <p>Graduates of the architecture program should be able to apply creative problem solving skills to a variety of design oriented problems. Graduates should be able to use the most current media of architectural practice to present and communicate ideas critical to the discipline. Graduates should be prepared to begin work in an architecture or related field at an intern level, or gain admittance to a professional program for continuing education.</p>																					
	<table border="1" style="width: 100%; border-collapse: collapse; margin: 10px auto;"> <thead> <tr> <th style="text-align: center;">ARCH Course Number</th> <th style="text-align: center;">2012-2013</th> <th style="text-align: center;">2013-2014</th> <th style="text-align: center;">2014-2015</th> <th style="text-align: center;">2015-2016</th> <th style="text-align: center;">2016-2017</th> <th style="text-align: center;">Total Enrollment over 5 Years</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1000</td> <td style="text-align: center;">-</td> <td style="text-align: center;">18</td> <td style="text-align: center;">28</td> <td style="text-align: center;">25</td> <td style="text-align: center;">37</td> <td style="text-align: center;">108</td> </tr> <tr> <td style="text-align: center;">Graduates</td> <td style="text-align: center;">9</td> <td style="text-align: center;">11</td> <td style="text-align: center;">7</td> <td style="text-align: center;">14</td> <td style="text-align: center;">13</td> <td style="text-align: center;">54</td> </tr> </tbody> </table>	ARCH Course Number	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total Enrollment over 5 Years	1000	-	18	28	25	37	108	Graduates	9	11	7	14	13	54
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<p>Program courses</p>	<p>Report using common data base attached here. Five year course enrollment for all Architecture program courses is provided below:</p> <table border="1" data-bbox="552 315 1282 1113"> <thead> <tr> <th>ARCH Course Number</th> <th>2012-2013</th> <th>2013-2014</th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> <th>Total Enrollment over 4 Years</th> </tr> </thead> <tbody> <tr><td>1000</td><td>-</td><td>18</td><td>28</td><td>25</td><td>37</td><td>108</td></tr> <tr><td>1050</td><td>-</td><td>17</td><td>20</td><td>20</td><td>24</td><td>81</td></tr> <tr><td>2000</td><td>-</td><td>17</td><td>17</td><td>12</td><td>14</td><td>60</td></tr> <tr><td>2010</td><td>-</td><td>-</td><td>18</td><td>17</td><td>18</td><td>53</td></tr> <tr><td>2020</td><td>-</td><td>-</td><td>16</td><td>9</td><td>18</td><td>43</td></tr> <tr><td>2050</td><td>-</td><td>16</td><td>16</td><td>9</td><td>12</td><td>53</td></tr> <tr><td>2060</td><td>-</td><td>13</td><td>16</td><td>12</td><td>14</td><td>55</td></tr> <tr><td>3000</td><td>-</td><td>10</td><td>15</td><td>14</td><td>8</td><td>47</td></tr> <tr><td>3050</td><td>-</td><td>9</td><td>15</td><td>13</td><td>8</td><td>45</td></tr> <tr><td>4000</td><td>-</td><td>14</td><td>9</td><td>14</td><td>14</td><td>51</td></tr> <tr><td>4030</td><td>-</td><td>14</td><td>7</td><td>11</td><td>13</td><td>45</td></tr> <tr><td>4050</td><td>-</td><td>14</td><td>7</td><td>11</td><td>14</td><td>46</td></tr> <tr><td>4060</td><td>-</td><td>14</td><td>8</td><td>14</td><td>14</td><td>50</td></tr> </tbody> </table> <p>New curriculum introduced in Fall 2013, Courses taught for the first time. A list of course titles and descriptions are provided in Appendix B.</p>	ARCH Course Number	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total Enrollment over 4 Years	1000	-	18	28	25	37	108	1050	-	17	20	20	24	81	2000	-	17	17	12	14	60	2010	-	-	18	17	18	53	2020	-	-	16	9	18	43	2050	-	16	16	9	12	53	2060	-	13	16	12	14	55	3000	-	10	15	14	8	47	3050	-	9	15	13	8	45	4000	-	14	9	14	14	51	4030	-	14	7	11	13	45	4050	-	14	7	11	14	46	4060	-	14	8	14	14	50
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<p>Success rates Serv Crs</p>	<p>Report using common data base attached here. During this academic review period there have been no Liberal Studies Service Courses included in the architecture program.</p>																																																																																																		
<p>ext ed/off campus crses</p>	<p>Report using common data base attached here. During this academic review period there have been no ext ed/off campus courses offered at this time.</p>																																																																																																		

cost/student credit hour	Report using common data base attached here.	
	The average cost per Instructional Credit Hour for students in the School of Science and Technology from 2010-2015 is \$159.60.	
	There is no break down for the Architecture program specifically within the college.	
	College of Science and Technology	
	Academic Year	Total Cost Per Student (FTE) Equivalent
		Total Cost per Student Credit Hour
	2012-13	\$4946.00
2013-14	\$4841.00	
2014-15	\$5,026.00	
2015-16	Data Unavailable	
2016-17	Data Unavailable	

Liberal Studies Requirements Met

All four year degree programs at FSU are required to complete the institutional general studies requirements. The Architecture Program requires students to complete these liberal studies requirements based on the criteria listed below.

B.S. Architecture Program
General Studies Requirements36 SEM. HRS.
Prepared by: Philip Freeman

Attribute 1 – Critical Analysis:
 MECH 1100 (Satisfied in Major)X **REQUIRED**
MECH 1100 is a program required course. It is on the list of required courses

Attribute 2 – Quantitative Literacy:
 MATH 1112.....3 **RECOMMENDED**
Students may take a higher pairing of courses that include MATH 1115, 1185, 1186, 1190, 3315, 3316

Attribute 3 – Written Communication:
 ENGL 11013 **REQUIRED**
ENGL 1101 is a university required course.

Attribute 4 – Teamwork:
 ARCH 3000 (Satisfied in Major)X **REQUIRED**
ARCH 3000 is a program required course. It is on the list of required courses

Attribute 5 – Information Literacy:
 ENGL 11023 **REQUIRED**
ENGL 1102 is a university required course.

Attribute 6 – Technology Literacy:
 ARCH 2060 (Satisfied in Major)X **REQUIRED**
ARCH 2060 is a program required course. It is on the list of required courses

Attribute 7 – Oral Communication:
 ARCH 4000 (Satisfied in Major)X **REQUIRED**
ARCH 4000 is a program required course. It is on the list of required courses

Attribute 8 – Citizenship:
 Any Course listed in Attribute 83 **ANY**

Attribute 9 – Ethics:
 Any Course listed in Attribute 93 **ANY**

Attribute 10– Health:
 PHED 1100.....2 **RECOMMENDED**

Attribute 11– Interdisciplinary:
 Any Course listed in Attribute 113 **ANY**

Attribute 12 – Arts:
 ART 11203 **RECOMMENDED**

Attribute 13 – Humanities:
 Any course listed in Attribute 133 **ANY**

Attribute 14 – Social Sciences:
 Any Course listed in Attribute 143 **ANY**

Attribute 15 – Natural Science:
 PHYS 1101X **REQUIRED**
PHYS 1101 is a program required course. This should be added to the list of required courses.

Attribute 16 – Cultural Awareness:
 Any course listed in Attribute 163 **ANY**

Form from Liberal Studies Attached here

NA

Assessment Requirements

Format developed by Assessment Committee attached here (program goals, assessment, goals being achieved, results for feedback)

The Architecture program has adopted a continuous review/improvement model that aligns with the university model, and allows for utilization of the NAAB criteria for accreditation. Following is the program assessment model as submitted to the accrediting agency.

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

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

The program learning outcomes of the architecture program are:

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

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

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

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

The architecture program's Professional Advisory Committee (PAC) has a key role in external review of the program. The group is composed of members representing the WV Board of Architects, the AIA, the profession at large, emerging professionals, and alumni. The committee meets annually and participates in a half-day discussion to advise and develop strategies for the program's curricular and extracurricular direction. Committee recommendations are considered and implemented to the pedagogy annually.

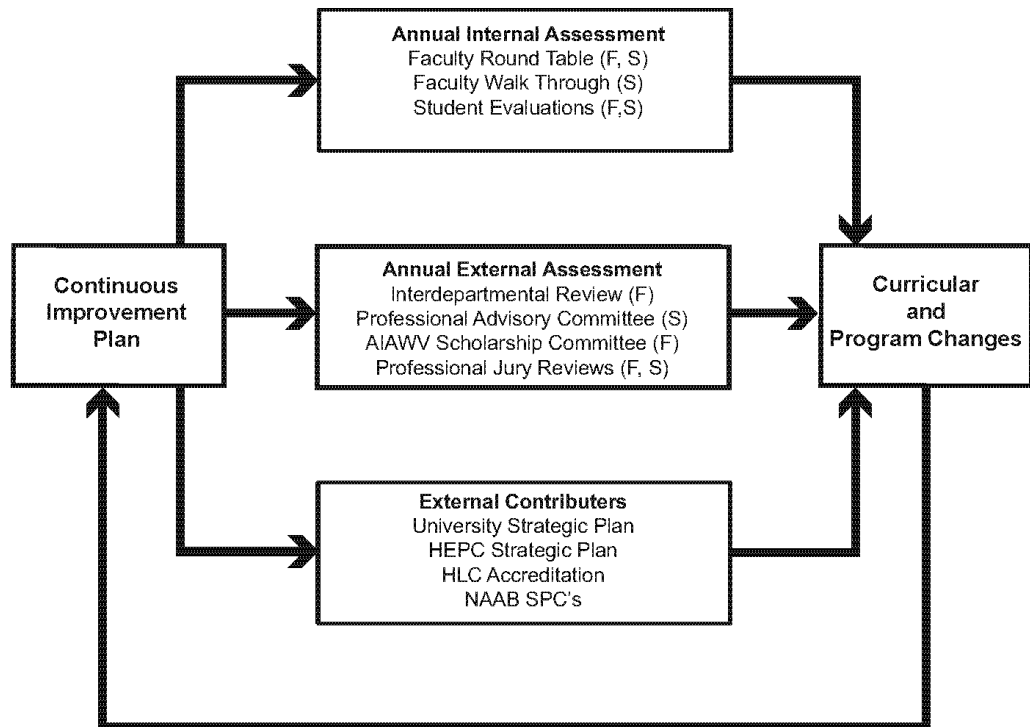
Throughout each academic term, members of the profession, the AIAWV Scholarship Committee, and members of the community participate in various design juries at both the undergraduate and graduate level. Participants provide tangible feedback through evaluation forms and rubrics. Feedback is reviewed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

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

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

Assessment Events and Tool

Curricular Assessment and Development



F = Fall Semester
S = Spring Semester

Adjunct use

Report using common data base attached here.

Adjunct faculty have been used increasingly as the program has moved toward NAAB accreditation. The program has made a concerted effort to address NAAB concerns about too few faculty by establishing an adjunct community, where adjunct faculty are “participating faculty”, engaged beyond just the teaching of courses.

The program currently has an adjunct community of 10 adjunct faculty members.

Adjunct faculty have regularly taught architecture course: ARCH 1000, 1050, 3010, 4030, 4050, 4060.

Graduation/Retention Rates

Report using common data base attached here.

Using the first semester freshman course, ARCH 1000 as point of reference, the average entering freshman class is approximately 27 students. Using the corresponding number of BS graduates over a four-year period as a point of reference, graduates number approximately 10.8 students. The average retention rate over this period is approximately 41.6%.

ARCH Course Number	2013-2014	2014-2015	2015-2016	2016-2017	Total Enrollment over 5 Years
1000	18	28	25	37	108
Graduates	11	7	14	13	45

Previous Program Review Results

Summaries attached here

The most recent program review available (2012) indicates that the program was identified for continuation of the program at the current level of activity.

ADEQUACY (§ 4.2.4.2)

Program Requirements:

Year 1: Freshman First Semester (Fall: 15 Hours)

- 3 ENGL 1101 Written English [ACT > 18; SAT-1 Crit. Read'g >450; SAT-NEW 480; COMPASS 71; ACCUPLACER >5]
- 3 MATH 1530 College Algebra [ACT > 21; SAT-1 >500; SAT-NEW >530; COMPASS 49; ACCUPLACER Elem Algebra 80 or College Level 50; MATH 1430 w/ C min]
- 4 ARCH 1000 Design Fundamentals I
- 3 ART 1120 Art Appreciation
- 2 PHED 1100 Fitness and Wellness

Year 1: Freshman Second Semester (Spring: 16 Hours)

- 3 ENGL 1102 Written English [ENGL 1101 w/ C min] Must pass w/ C min for graduation.
- 3 MATH 1540 Trig and Elementary Functions [MATH 1530 w/ C min]
- 4 ARCH 1050 Design Fundamentals II [ARCH 1000]
- 3 GRFX 1111 Imaging I Foundations
- 3 Citizenship Elective

Year 2: Sophomore First Semester (Fall: 16 Hours)

- 4 ARCH 2000 Design I: Foundation [ARCH 1050, CR: 2060]
- 4 ARCH 2060 Building Technology I [CR: ARCH 2000]
- 3 ARCH 2010 Architectural History I
- 4 PHYS 1101 Introduction to Physics I [MATH 1540]
- 1 Architecture Program Elective

Year 2: Sophomore Second Semester (Spring: 16 Hours)

- 4 ARCH 2050 Design II: Foundation [ARCH 2000]
- 3 ARCH 2020 Architectural History II [ARCH 2010]
- 3 MECH 1100 Statics [MATH 1540]
- 3 Ethics Elective
- 3 Architecture Program Elective

Year 3: Junior First Semester (Fall: 16 Hours)

- 6 ARCH 3000 Design III: Site [ARCH 2050, ARCH 2020]
- 4 MECH 2200 Strength of Materials [MECH 1100 w/C min]
- 3 Interdisciplinary and Lifelong Learning Elective
- 3 Architecture Program Elective

Year 3: Junior Second Semester (Spring: 15 Hours)

- 6 ARCH 3050 Design IV: Urban [ARCH 3000]
- 3 CIVL 2290 Introduction to Structures [MECH 2200]
- 3 ARCH 3010 Sustainable Design
- 3 Humanities Elective

Year 4: Senior First Semester (Fall: 16 Hours)

- 6 ARCH 4000 Design V: Technology [PR: ARCH 3050, CR: ARCH 4060]
- 4 ARCH 4060 Building Technology II [CR: ARCH 4000]
- 3 ARCH 3060 Architecture Portfolio
- 3 Social Science Elective

Year 4: Senior Second Semester (Spring: 16 Hours)

- 6 ARCH 4050 Design VI: Design/Build [ARCH 4000, CR: ARCH 4030]
- 4 ARCH 4030 Mech. & Elec. Systems [CR: ARCH 4050]
- 3 Cultural Awareness and Human Dignity Elective
- 3 Architecture Program Elective

126 Hours Bachelor of Science in Architecture

The B.S. in Architecture degree requires a minimum of 126 credit hours to serve as the required pre-requisite degree for the accredited M. Arch professional degree

Faculty Data

Faculty Data Sheets Attached Here

Philip M Freeman, AIA, NCARB, Chair, Department of Architecture +Graphics,
Associate Professor of Architecture

Kirk L. Morphew, AIA, NCARB, Professor of Architecture

Robert L. Kelly, Ph.D, AIA, NCARB, Associate Professor of Architecture

See Attached *Faculty Data Sheets Appendix A*

Accreditation/national standards

Executive Summary with date of accreditation attached here

Non-accredited programs report on conforming to national standards

The architecture program is a pre-professional degree and is therefore not eligible for accreditation under the conditions of the National Architectural Accrediting Board (NAAB). As part of an effort to develop a professional degree program that can be accredited by the NAAB, the undergraduate program has undergone a curriculum revision to align it with the Student Performance Criteria used to demonstrate that a graduate should possess the knowledge and skills to meet the minimum demands of an internship leading to registration for practice. The revised curriculum was delivered in 2013, and serves as the critical pre-requisite degree for the accredited degree program.

Compliance with national standards is partially illustrated by the variety of graduating student opportunities in graduate programs in architecture. Students have been accepted with advanced placement in a number of graduate programs and have been accepted to institutions public and private institutions including the "Public Ivy", and the Ivy League.

NECESSITY (§ 4.1.3.3)

Placement and success of graduates

Comprehensive empirical data on graduates is not available. Information regarding placement, starting salary and number employed is obtained through informal contact between faculty and select employers. According to statistics from the American Institute of Architects (AIA) entry level interns in our region have an average starting salary of \$45,000 annually.

For graduates matriculating to professional degree programs, informal tracking occurs through the process of recommending students for graduate study, and through informal surveys conducted via social media outlets. Of those graduating over the past two academic years, approximately 100% of those who applied were accepted to graduate programs.

Graduate Status	Number of Architecture Graduates	Number of Graduates Enrolled in Graduate Programs.
2015-2016	14	9
2016-2017	13	6

Similar Programs in WV

There are no other four-year pre-professional architecture programs in West Virginia, nor are there any professional degree programs in the state. Since 1981 the architecture program has been the sole source for architectural education in West Virginia. The primary concern of the program is that graduating students eventually become licensed architects.

As a pre-professional program, students must continue their education in a professional graduate degree program. There continues to be a great need for an accredited architecture degree program in West Virginia. The continued enrollment, interest and number of students who leave annually to pursue professional undergraduate and graduate degrees support our goal of developing our program as an integral part of an accredited professional degree program at Fairmont State.

West Virginia continues spends thousands of dollars per year reimbursing the academic common market for West Virginia students who must leave our state to pursue an accredited degree in architecture as required by the West Virginia Board of Architects in order to be a licensed architect in the state.

CONSISTENCY WITH MISSION (§ 4.1.3.4)

Explain how this program fits into the mission of the institution. Identify the relationship of this program to other programs at the institution, especially in terms of mutual support (e.g. shared faculty, shared facilities, shared course requirements for external program accreditation).

Broadly speaking, the university catalog implies that the mission of Fairmont State is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good. Specifically, the mission is to provide programs needed by those in its geographic service area.

The architecture program is designed to address conditions that distinguish the character of the surrounding environment and its people. The key components of this program tend to address the built environment of the American small city and the regional uniqueness of their surroundings. All required courses are unified by the common thread of sustainable principles and community considerate design.

The program is uniquely housed in the School of Science and Technology where we rely on faculty from allied disciplines to teach certain technical courses such as MECH 1100, 2200 and CIVL 2290. We share facilities in the Engineering Technology building.

The program has relied for many years on the School of Fine Arts to provide the variety of architecture electives. Greater synthesis with the Graphics Design program, and increased ARCH electives have broadened the opportunity for students to engage in work consistent with the mission of the program and the university. A key example is the Community Design Assistance Center (CDAC) – which serves as an outreach arm of the program. The CDAC places student teams with community groups and municipalities to develop real world design projects to assist with community development.

The architecture program and the WV Foundation for Architecture conduct the Mayfield Lecture, each fall semester, to make the educational community, and community at large more aware of the diverse opportunities in the discipline of architecture.

The program has strong ties to the community. This is partly due to the professional advisory committee, composed of practicing architects from our region. The advisory committee provides input critical to aligning the architecture program with current trends and expectations of the profession.

The Fairmont State chapter of the American Institute of Architecture Students (AIAS) provides educational experiences and opportunities outside of the classroom. The organization also focuses on community outreach.

Freedom by Design, a component of the AIAS, has worked with community groups to provide accessibility assistance for those with disabilities.

As the National Architectural Accrediting Board is the sole agency for architecture program accreditation, there are currently no shared requirements for external program accreditation.

Signatures and Recommendations

The required sheet with signatures and recommendation should be used as a cover sheet.

Appendix A
Faculty Data Sheets

Name: Philip M Freeman, AIA, NCARB, Chair, Associate Professor of Architecture

Courses Taught: (Two academic years prior to visit: Spring 2018)

ARCH 1050 Design Fundamentals II	ARCH 4000	Design 5: Technology
ARCH 2050 Design 2: Foundations	ARCH 4030	Mechanical and Electrical
Systems ARCH 3000 Design 3: Site	ARCH 5050	Comprehensive Design Studio
ARCH 3085/5085 Architecture Study+Travel		
ARCH 3001/5001/6001 Community Design Assistance Center		

Educational Credentials:

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

Teaching Experience:

Instructor of Architecture, Fairmont State College, 1997 -1998
Assistant Professor of Architecture, Fairmont State University, 1998 – 2000; 2003 - 2009
Associate Professor of Architecture, Fairmont State University, 2010 - present

Professional Experience:

Design Technician, Stanley Industries Inc., Bridgeport, WV 1993-1995
Intern Architect, WYK Associates, Clarksburg, WV, 1998-1999
Intern Architect, LD Astorino, Pittsburgh, PA, 2000-2002
Head of Design, WYK Associates, Clarksburg, WV, 2002-2005
Owner, Philip M Freeman, Architect, Bridgeport, WV, 2005 – 2013
Architect, Thrasher Architecture, Bridgeport, WV 2014- Present

Licenses/Registration:

NCARB certification: 60290
Registered Architect: West Virginia, Virginia, Pennsylvania

Selected Works and Undergraduate Research

“Small Changes for a Large Impact”– Faculty Mentor, Undergraduate Research Grant, 2007-2008 FSU
“Between Art and Architecture” - Faculty Mentor, Undergraduate Research Grant, 2008-2009 FSU
“Small Changes for a Large Impact- Applications”– Faculty Mentor, Undergraduate Research Grant, 2009
“The Romanian Home” – Faculty Mentor, Undergraduate Research Grant, 2010 FSU
“Small Living” – Faculty Mentor, Undergraduate Research Grant, 2012 FSU
“Water Scarcity in the American Southwest’ – Faculty Mentor, Undergraduate Research Grant, 2012
Premier Medical Group Urgent Care Facility, 2008 - 2009, Architect
Premier Medical Group Office Complex, 2010, Architect
Dominion Resources Regional Headquarters, 2014, LEED Gold, Architect (Thrasher Architecture) Boy
Scouts of America Welcome Center, 2015-016, Architect (Thrasher Architecture)
Dominion Resources Transmission Western Headquarters, 2016-17, LEED Silver, Architect (Thrasher
Architecture)
Dominion Resources Summersville City Plant, 2017, LEED Silver, Architect, Sustainable Design

Professional Memberships:

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

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

Courses Taught: (Two academic years prior to visit: Spring 2018)

ARCH 1000	Design Fundamentals I
ARCH 2000	Design I: Foundation
ARCH 2060	Building Technology I
ARCH 3010	Sustainable Design
ARCH 3350	Design IV: Urban ARCH
4460	Design VI: Build
ARCH 5560	Arch Design Seminar II - Sustainable

Educational Credentials:

AS, Building Construction Technology, Central Florida Community College, 1981

AA, Liberal Arts, Santa Fe Community College 1982

BS, Sciences Interdisciplinary, University of West Florida 1984

M.Arch, Virginia Tech, 1990

Teaching Experience:

Instructor of Architecture, Fairmont State University, 1991 -1995

Assistant Professor of Architecture, Fairmont State University, 1995 -1997

Assistant Professor of Architecture, Fairmont State University, 2000 - 2003

Associate Professor of Architecture, Fairmont State University, 2003 – 2015

Professor of Architecture, Fairmont State University, 2015 – present

Professional Experience:

Draftsman, James Tatom Architect, Ocala, FL , 1980-1981

Draftsman/Estimator, Amspacher & Amspacher Architects, Pensacola, FL, June 1984-1986

Estimator, Larry Hall Construction, Pensacola, FL, 1986

Project Manager, CRG'd Architects/Planners/Interior Designers, JAX/Ocala, FL , 1987-1988

Project Manager, Robert Winthrop & Associates, Farmville VA, 1997-1999

Project Manager, Blackwood and Associates, Fairmont, West Virginia, 1999-2000

Licenses/Registration:

NCARB certification: 55964

Licensed Architect in Commonwealth of Virginia: 011251

Selected Publications and Recent Research

In Defense of Architecture: Intention, Meaning and Place, 2002 Presidential Lecture, FSU

Existential Phenomenology in the Curriculum of the Architectural Design Studio (paper for WVU 1994) In

His Dream Time He Walked (Fairmont State Publication: Cold Fire, 1991)

Professional Memberships:

American Institute of Architects

West Virginia Society of Architects

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

Courses Taught: (Two academic years prior to visit: Spring 2018)

ARCH 2010	Architectural History I
ARCH 2020	Architectural History II
ARCH 2050	Design II: Foundation
ARCH 5500	Community Design
Studio	
ARCH 5510	Community Design Seminar
ARCH 5550	Comprehensive Design
Studio ARCH 5585	Study + Travel Seminar
ARCH 6610	Adv. Study Proposal Seminar
ARCH 6650	Adv. Architectural Design
Studio ARCH 6670	History/Theory Seminar

Educational Credentials:

Doctor of Philosophy in the History and Theory of Architecture, McGill University, 2002

Master of Architecture II, Syracuse University, 1988

Bachelor of Architecture, University of Kentucky, 1982

Teaching Experience:

Associate Professor of Architecture, Fairmont State University, 2015 – present.

Instructor, Adjunct Professor, Visiting Assistant Professor, University of Kentucky, 1988-2014.

Invited Critic/Juror/Lecturer, Architecture programs throughout the US and Canada. 1987 - present.

Professional Experience:

Project Architect, Studio LC Architects, LLC. Chicago and Lexington, Kentucky. July 2009 to present. Owner and Principal, Robert Louis Kelly Architect, Etc. 1987 to present.

Project Manager, W.L. Martin Construction Co. Inc. Louisville, KY. Summer 1987.

Intern Architect, Martin Hawkins Argabrite Architects, Louisville, KY. February 1985 – May 1987. Intern

Architect, Alan Hisel Architect, Lexington, KY. August 1982-February 1985.

Owner, R. Kelly Designer/Builder, Lexington, KY. August 1980 – August 1982.

Designer/Model Builder, Atelier Jose Oubriere, Lexington, KY. Summer 1980.

Licenses/Registration:

Licensed Architect in Commonwealth of Kentucky: 3315

NCARB Certification: 37319

Selected Publications and Recent Research

Rendered in Brick: The Architecture of Ernst Vern Johnson (1937-1957). NA6600 .R46 2014.

Mobile Architectural Research Community. AHRA, Edinburgh, Scotland, November 2009.

Poetic Making in the Cause of Architecture. Architecture and Phenomenology, Kyoto, Japan, June 2009.

In Search of Michelangelo's Tomb for Julius II. Ph.D. dissertation, NB623.B9 A655 2002a.

Professional Memberships:

American Institute of Architects West

Virginia Society of

Architects Society of Architectural

Historians

Southeast Society of Architectural Historians

Appendix B
Course Data and Course Description Sheets

The Architecture Program offers the following program courses:

**Architecture
(College of Science and Technology)**

ARCH 1000 Design Fundamentals I4 hrs.

This course addresses the basic graphic communications skills necessary to express architectural form using traditional methods. topics include: freehand, multi-view, paraline, perspective drawing, and model building.

ARCH 1050 Design Fundamentals II.....4 hrs.

Introduction to computer-aided drafting and design. Will include an introduction to the basic drawing processes of the computer and subsequent application to design solutions in architecture.

PR: ARCH 1050

ARCH 1199/3399 Special Topics in Architecture.....1-12 hrs.

Studies in special selected topics, to be determined by the instructor and approved by the department chairperson. Credits earned will be applicable as free electives in degree and certificate programs.

ARCH 2010 S-FSU Architectural History I.....3 hrs.

This course covers architectural history from prehistoric times through the Gothic period. The emphasis will be on the historical, social and technological factors behind the structures discussed.

ARCH 2020 S-FSU Architectural History II.....3 hrs.

This course is a continuation of architectural history, covering the Renaissance period to the present. The emphasis will be on the historical, social and technological factors behind the structures discussed. PR: ARCH 2010, ENGL 1102

Writing Intensive

ARCH 2000 Design I -Foundation.....4 hrs.

Introduction to developing design methodology and its integration into the process of design. Topics include form studies and theory, and incorporation of these into the design of architectural elements. Introduction of sketching, graphic and modeling skills to communicate design concepts. Emphasis on developing the student's presentation skills. PR: ARCH 1050, CR:ARCH 2060

ARCH 2050 Design II-Foundation4 hrs.

A continuing study of design methodology as applicable to the design of simple structures. Emphasis on tectonics, as well as the nature of materials and the site. Further development of sketching, graphic and modeling skills as students learn to understand, interpret, and represent spaces and receive further training in presentation skills. Students will develop a first-year design portfolio. PR: ARCH 2000.

ARCH 2060 Building Technology I4 hrs.

Students will study practices utilized in the erection of residential buildings including architectural materials, methods and use, and structural, mechanical and electrical systems. CR: ARCH 2000.

ARCH 3000 Design III-Site.....6 hrs.

This course is a continuation of the design sequence, emphasizing synthesizing programmatic issues of the site, context, and envelope basic design theory. PR: ARCH 2250, CR: ARCH 2050.

ARCH 3001/4001 Community Design Assistance Center 3hr

The CDAC is the outreach arm of the Architecture program, focusing on projects within the small city context. Student interns facilitate design and planning assistance with community stakeholders. PR: Instructor Approval

ARCH 3050 Design IV- Urban.....6 hrs.

This course explores architectural design within the urban context. Topics include urban design, historic preservation and the social impact of the built environment.

PR: ARCH 3000

ARCH 3060 Architecture Portfolio.....3 hrs.

This course explores the methodology of creating professional and academic portfolios for Architecture students.

ARCH 3080/4080 Architecture Practice Program I & II ...1 – 3 Hrs.

This course offers students the opportunity for selected practical Experience intermingled with an academic background. Students Participate in the NCARB Architectural Experience Program.

PR: Instructor Approval

ARCH 3085 Architecture Study + Travel3 hrs.

This course seeks to develop skills students will need in order to explore cultures and civilizations outside the classroom, through an intensive classroom study followed by a field study to one of the world's great cities.

ARCH 4000 Design V - Technology.....6 hrs.

This course encompasses architectural design as an integration of design concept and building technology. Concepts synthesized in the design process include structural systems, mechanical systems and building materials, as well as more sophisticated building design. Advanced graphic communications will be combined with computer applications. Baccalaureate majors only. PR: ARCH 4000, CR: ARCH 4060.

ARCH 4030 Mechanical and Electrical Systems.....4 hrs.

This course is an introduction to the variety of principles and systems at work in a building. Topics emphasized: environmental resources, environmental control, life safety. CR: 4050.

ARCH 4050 Design VI-Build.....6 hrs.

This course examines the relationships between the design Process and the act of building. Concept and reality are studied,

Resulting in a build object. PR: ARCH 4000, CR: ARCH 4030

ARCH 4060 Building Technology II.....4 hrs.

This course is a comprehensive exploration of materials, structural systems and details in the context of commercial building design. Students will produce a set of working drawings for an architectural office setting. PR: ARCH 2060, CR ARCH 4000

ARCH 4998 Undergraduate Research.....0-6 hrs.

Undergraduate research is an experiential learning activity that provides an opportunity for a student to engage in the scholarly activities of their major discipline under the guidance of a faculty mentor who will work in close partnership with each student in his or her formulation of a project, the development of a research strategy, and the assessment of a student's progress. The primary goal is for each student scholar to conduct an inquiry or investigation that makes an original, intellectual or creative contribution to their discipline and which is shared in an appropriate venue. Sophomore-Senior Level, Repeatable. Instructor approval required.

Tab 5

**Fairmont State University
Board of Governors
June 14, 2018**

Item: Approval of Intent to Plan

Committee: Academic Affairs

Recommended Resolution: Resolved, that the Fairmont State University Board of Governors approve the following Intent to Plan: Master of Arts in National Security and Intelligence.

Staff Member: Christina Lavorata, Provost and Vice President of Academic Affairs

Background: HEPC Title 133, Series 11-5, "Intent to Plan" An institution must express to the chancellor by a statement of intent to plan a new baccalaureate or graduate/professional degree program ninety (90) days before submission of a full proposal (i.e., six (6) months prior to the intended date of implementation).

Fairmont State University

April 24, 2018

Intent to Plan

Master of Arts in National Security and Intelligence

Program Location: Fairmont State University

Projected Date of Implementation: Fall Semester 2019

Brief Summary Statement:

Fairmont State University offers the only B.A. degree in National Security and Intelligence (NSI) in the State of West Virginia. Graduates of this program currently must attend universities outside of the state in order to further their education in the field.

The Fairmont State University NSI undergraduate program is a leader in the field. Other universities have designed their programs on the FSU model. In order to remain a leader in this field, however, we must ever evolve to better prepare our students for the challenges ahead. We have examined the data regarding the needs of our students in order to put them in the best position to succeed in the field.

There is a constant demand for NSI professionals at the federal and state levels as well as in private industry. We have concluded that a Master's degree in the NSI field designed around an advanced online graduate-level curriculum would provide our students with a competitive advantage in the national security and intelligence career fields.

An accredited graduate program would create a unique, affordable educational opportunity that would reduce the educational expenses to West Virginia citizens, draw students from the surrounding states to Fairmont State University, and continue to build the national reputation of the FSU's NSI undergraduate program.

Educational Objectives

The proposed Master of Arts in National Security and Intelligence (M.A. NSI) program is consistent and compatible with Fairmont State University mission, which is to “educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact.”

The proposed program is also in line with the required semester hours beyond a bachelor’s degree at Fairmont State University. The development of an NSI graduate program clearly and directly supports a key theme laid out in Fairmont State’s recently promulgated Strategic Plan, Strategic Theme 2, “Enrollment Management: Growth.”¹

Strategic theme goal	Supporting objective	NSI graduate program
Re-engage non-traditional students by understanding, creating, and offering unparalleled innovative programs	A minimum of 10 new on-line or low-residency programs	New graduate program
Systematically identify and attract out-of-state and international students	Minimum of 20% out-of-state and a minimum of 500 international students	Online focus facilitates out-of-state enrollment
Increase enrollment of non-traditional learners	Minimum of 30% non-traditional learners (including part-time and full-time)	Program will attract part-time students, many of whom work full-time jobs
Improve accessibility	Maintain tuition and average net price below those of peers	Low-cost online program

Relationship to Institutional Goals

The proposal to establish a M.A. NSI degree at Fairmont State University has a direct connection to the Master Plan for West Virginia Higher Education and the Strategic Plan for Fairmont State University. The proposed M.A. NSI degree would contribute to the state’s economic vitality by preparing national security and intelligence for the state of West Virginia and the Government of the United States of America. This degree program would address the concept of access by creating a degree that would provide educational opportunities that currently do not exist in the state. Further, the M.A. NSI degree will cultivate and strengthen the educational, economic, and cultural well-being of the region served by Fairmont State University, as outlined in the *Our Quest for Distinction: Strategic Plan 2018 – 2028*.

¹ Fairmont State University, “A Quest for Distinction: Strategic Plan, 2018-2028,” March 2018, pp. 29-30.

Program Objectives and Learning Outcomes

Master of Arts in National Security and Intelligence

Students who complete the Masters of Arts in National Security and Intelligence Program will be able to:

- Identify the agencies and departments of the US intelligence community and their commensurate roles as well as their interaction with Congress and the Executive Branch and describe key event trends that impacted the relationships' evolution.
- Study the role of US intelligence agencies in assessing and countering threats to US/global security and recognize the major intelligence events in history and describe the “lessons learned” derived from intelligence (including covert action) successes and failures.
- Identify the types, strengths, and weaknesses of intelligence collection methods and differentiate data, information and intelligence.
- Explain the intelligence cycle, as well as each element of the process and participants' responsibilities.
- Outline the origins and history of terrorism and investigate the role of terrorism in the United States and differentiate between international terrorism and domestic terrorism and recognize the role of the Geneva Conventions and other International Instruments.
- Identify the ethical challenges encountered in intelligence operations.

Special Features of Conditions that Justify Master of Arts in NSI degree at Fairmont State University

Fairmont State University has the distinction of offering West Virginia's only Bachelor of Arts degree in National Security and Intelligence. Thus, it is uniquely positioned to be the first and only public university master's degree in the region.

Our focus on a curriculum focusing on national security and intelligence signifies that we do not intend to compete with the more than 50 graduate programs in the United States that focus on business intelligence, cybersecurity, homeland security or infrastructure protection.

Fairmont State's NSI graduate program would be only one of 30 such accredited programs in the United States. In contrast with most of these programs, however, Fairmont State benefits from faculty with over a century of direct experience in multiple capacities across the national security spectrum. Moreover, the fact that these faculty

have recent career experience in the national security and intelligence fields means they maintain currency with the key issues in these fields as well as relationships with key national security components of the U.S. Government.

Due to the size and success of the NSI undergraduate program, the NSI graduate program has a ready platform of potential students. FSU's NSI major attracts the best and brightest students at Fairmont State.

There is clearly a growing demand for national security and intelligence professionals that the existing patchwork of graduate programs will be unable to satisfy. Assuming the 28 higher educational institutions currently offering graduate programs in national security and intelligence studies confer about 25,000 degrees in this field in the 2018-2026 time frame, expecting the national security and intelligence sector will require 500,000 employees by this time, and anticipating a 2.5 percent annual attrition rate of employees from now through 2026 through retirements and career transition to positions outside this sector, the sector will suffer from an unmet demand of nearly 93,000 professionals.² Most of these positions will require graduate-level experience in a directly applicable field.

The proven track record of Fairmont State's undergraduate NSI program in resulting in the employment of its graduates serves as further justification for a graduate-level counterpart. FSU's NSI graduates have been employed by twelve federal departments or agencies, to include Central Intelligence Agency, Defense Intelligence Agency, Federal Bureau of Investigation, Department of Defense, Department of State, U.S. Congress and U.S. Marshals Service; three state-level law enforcement or military agencies, to include the West Virginia National Guard and West Virginia State Police; two local police departments; and seven contracting or consulting firms specializing in support to the national security and intelligence communities.

Program Description

As with FSU's undergraduate NSI program, the proposed graduate program will employ a multidisciplinary approach, incorporating curriculum from the fields of national security, intelligence, law, political science, history, economics and foreign area studies. This program will be conducted in an online format.

Fairmont State University's Master of Arts in National Security and Intelligence degree program can admit the first cohort of students as soon as the autumn 2019 semester. This is a 36-credit, full-time online graduate program designed for students holding a 4-year baccalaureate degree in National Security and Intelligence or other related fields,

² National Center for Education Statistics database, <https://nces.ed.gov/collegenavigator/>, accessed 10 April 2018; United States Government Accountability Office, "Federal Workforce: Recent Trends in Federal Civilian Employment and Compensation," (Report to Ranking Member, Committee on the Budget, U.S. Senate), GAO-14-215 (January 2014), p. 16; Partnership for Public Service, "Fed Figures 2014: Federal Departures," https://www.eenews.net/assets/2014/08/14/document_pm_01.pdf, accessed 10 April 2018.

including but not limited to Information Systems, Political Science, Criminal Justice, and Public Administration. This program will complement the existing undergraduate NSI degree already at Fairmont State University.

The National Security and Intelligence program does not hold or require special accreditation. Fairmont State University will be applying for the prestigious Intelligence Community Centers for Academic Excellence grant program, a congressionally mandated program overseen by the Office of the Director for National Intelligence for the purpose of developing a more stable and diverse cadre of incoming national security and intelligence professionals. Fairmont State University is accredited by the Higher Learning Commission and is a member of the North Central Association.

Program Requirements

Proposed Master of Arts in National Security and Intelligence Curriculum

The MA NSI program is designed to be completed in a single twelve-month period. The program will operate exclusively online and in eight-week terms. There will be six such terms annually: Fall 1, Fall 2, Spring 1, Spring 2, Summer 1 and Summer 2. There are six required core courses, with at least one core course being taught each term. As a result, a student may begin the program at any time during the calendar year. Ideally students will enter the program for the Fall 1 term and proceed but that is not a requirement for admission.

The six required core courses totaling 18 credits are as follows:

1. Introduction to National Security
2. Advanced Intelligence Research and Analysis
3. Espionage, Counterintelligence and Strategic Deception, U.S. Defense Policy and Military Strategy
4. National Security Law
5. Ethics: National Security, Intelligence, and Civil Liberties
6. International Security

A student will be required to complete 18 credits of electives. Electives will potentially include the following courses:

1. Information Operations: Principles, Policies and Challenges
2. Homeland Security and Infrastructure Protection
3. Advanced Terrorism Analysis
4. Advanced Defense Intelligence Analysis
5. National Security and Intelligence Practicum
6. The Politics of Intelligence
7. U.S. National Security Policy
8. Intelligence, Covert Action and Low-Intensity Conflict
9. Insurgency and Counterinsurgency

10. Congress and National Security
11. Genocide and Atrocity Crimes
12. International Law
13. Law of Armed Conflict/International Humanitarian Law
14. Military Justice
15. Special Topics in National Security and Intelligence
16. Counterintelligence Analysis and Operations
17. Environmental and Health Threats to U.S. National Security
18. Counternarcotics Analysis and Operations
19. HUMINT and Technical Collection
20. Advanced Area Studies (to include Strategic Issues in the Asia-Pacific Region, U.S.-Russia Strategic Relations, North Atlantic Treaty Organization, U.S. National Security, the Middle East and Islamic Cultures)

By offering several courses to fill the six elective courses it provides the program flexibility with faculty assignments.

Assurance of High Quality

The NSI Master of Arts program will conduct periodic programmatic assessment using developed program outcomes 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. The MA NSI program of study will be designed to meet the program learning outcomes relevant for the acquisition of knowledge, skills, and attitudes of NSI professionals.

Learning Outcomes	Assessment Tool	Benchmark	Collection Timeline and Responsibility	Associated Courses
Identify the agencies and departments of the US intelligence community and their commensurate roles as well as their interaction with Congress and the Executive Branch and describe key event trends that impacted the relationships' evolution.		> 90% competency in 80% of topic areas	Annually by faculty	Advanced National Security and Intelligence National Security Law Ethics
Study the role of US intelligence agencies in assessing and countering threats to US/global security and recognize the major intelligence events in history and describe the "lessons learned" derived from intelligence (including covert action) successes and failures.		> 90% competency in 80% of topic areas	Annually by faculty	Advanced National Security and Intelligence Espionage, Counterintelligence and Strategic Deception National Security Law
Identify the types, strengths, and weaknesses of intelligence collection methods and differentiate data, information and intelligence.		> 90% competency in 80% of topic areas	Annually by faculty	Advanced National Security and Intelligence Advanced Intelligence Research Espionage, Counterintelligence and Strategic Deception
Explain the intelligence cycle, as well as each element of the process and participants' responsibilities.		> 90% competency in 80% of topic areas	Annually by faculty	Advanced National Security and Intelligence Advanced Intelligence Research Espionage, Counterintelligence and Strategic Deception
Outline the origins and history of terrorism and investigate the role of terrorism in the United States and differentiate between international terrorism and domestic terrorism and recognize the role of the Geneva Conventions and other International Instruments.		> 90% competency in 80% of topic areas	Annually by faculty	Advanced National Security and Intelligence National Security Law International Security
Identify the ethical challenges encountered		> 90% competency in	Annually by faculty	Espionage, Counterintelligence

in intelligence operations.		80% of topic areas		and Strategic Deception National Security Law Ethics
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Professional Advisory Committee

In addition to these measures, the program maintains a very close and active relationship with its National Security and Intelligence Advisory Committee.

The committee consists of the following members:

- Professor Laurie R. Blank, Emory University Law School
- Dr. Alison Milofsky, United States Institute of Peace
- Professor Kevin Brew, United States Naval War College
- Sandra Hodgkinson, Vice President of DRS Technologies
- Jack Broderick, Central Intelligence Agency
- David Hodgkinson, National Counter Terrorism Center
- Russell J. Verby, United States Department of Justice
- Jonathan I. Shapiro, The World Bank Group

Academic Advising

Fairmont State faculty will serve as academic advisors to the program’s students. Advising responsibilities will include monitoring student progress, advising on course selection, identifying opportunities for external study, providing awareness of professional opportunities.

Academic Program Review

As with all FSU degree programs, the MA NSI program will undergo a regular academic program review by the institution. Currently, this review process takes place every five years. In addition, every academic program conducts an annual review of the program by reviewing student performance in individual classes and determining how students attain the overall objectives identified by the program.

Societal, Occupational, Research or Public Service Needs to be Met

Fairmont State University offers the only B.A. degree in National Security and Intelligence (NSI) in the State of West Virginia. With the addition is the MS NSI Fairmont State University will continue to be the sole provider of this educational opportunity in West Virginia. At the outset, it is anticipated that this program will start with a small cohort of students (i.e., 5 or less). Within three years of proper marketing it is anticipated that the MA NSI degree will have between 10-15 students enrolled on a full time basis. It is also expected that the undergraduate NSI program and selected other programs will have some minor increases in student enrollment during this same period. If a “4 plus 1” is marketed properly more students may elect to enroll in the undergraduate NSI degree program and matriculate into the new graduate degree

program.

Additional Resources Necessary

The NSI Master of Arts program will require at least \$186,000 annually for curriculum development, program development / director, professional development and salaries for online instruction. It is anticipated that an additional faculty member will be needed by the beginning of year four of the program. A complete listing of necessary resources will be available after further research and at the time a completed proposal is submitted to the HEPC. This degree will be offered entirely online and at no time will students be required to physically visit the Fairmont State University campus.

Tab 6

**Fairmont State University
Board of Governors
June 14, 2018**

Item: Approval of Intent to Plan

Committee: Academic Affairs

Recommended Resolution: Resolved, that the Fairmont State University Board of Governors approve the following Intent to Plan: Master of Science in Healthcare Management.

Staff Member: Christina Lavorata, Provost and Vice President of Academic Affairs

Background: HEPC Title 133, Series 11-5, "Intent to Plan" An institution must express to the chancellor by a statement of intent to plan a new baccalaureate or graduate/professional degree program ninety (90) days before submission of a full proposal (i.e., six (6) months prior to the intended date of implementation).

Fairmont State University

WV-HEPC Series 11 Intent to Plan (Section 5 of Series 11)

Date: April 2018

Title of Degree: Master of Science (MS)
Healthcare Management

Location: Fairmont State University

**Effective Date
of proposed action:** August 2019

**Submission of full
proposal:** October 2018, or upon approval of Intent to Plan

Fairmont State University

Dr. Mirta Martin, President

Dr. Christina Lavorata, Provost and Vice President for Academic Affairs

Dr. Richard Harvey, Dean, School of Business

Prepared by:

**Dr. M. Raymond Alvarez, DHA, MPA, FACHE; Dr. Gina Fantasia, Associate Dean, and,
Dr. Timothy Oxley, Professor of Business, School of Business**

Formatting & Review by:

Dr. Jack Kirby, Associate Provost for Academic Affairs

This submission of the WV-HEPC Series 11 Intent to Plan is a proposal for a **Master of Science in Healthcare Management** degree at Fairmont State University to be housed in the School of Business. The full proposal will be submitted upon approval in accordance with Section 6 of Series 11 – Submission Requirements Implementation Plan. Upon internal and external approvals, this program is projected for full implementation beginning with the fall 2019 term.

a. EDUCATIONAL OBJECTIVES

Fairmont State University's strategy is to develop an online Master of Science Degree in Healthcare Management (MSHM) designed to serve the needs of mid-level to senior managers, directors and executives in healthcare organizations. In an era of shrinking financial support and constant change, healthcare organizations of all manner-- from hospitals and post-acute facilities to community-based health agencies and other affiliated care programs, need competent management. In addition to filling that need, the MSHM program also offers a pathway for those with a bachelor's degree wishing to enter the healthcare field, but who need to develop the knowledge base necessary to compete in the healthcare market.

MISSION, VISION, AND PROGRAM OBJECTIVES

The **mission** of the MSHM program is to prepare students for healthcare leadership roles in the public or private sector.

The **vision** of the MSHM program is to provide access to a premier graduate degree that guides students to grow into competent and effective healthcare leaders. The MSHM program focuses on academic excellence by implementing a curriculum that meets the expectations of industry leaders, while satisfying the standards of the appropriate accrediting body for graduate-level business or healthcare management education. The program strives to be compassionate and understanding to place-bound, working professionals by providing access to a well-designed online graduate education, and the credential essential for career advancement.

The **program goals** are designed to foster the ability of each participant to:

1. Seek career opportunities and professional growth within the healthcare management profession;
2. Acquire an advanced degree, especially for those who are place-bound or holding full-time employment that prevents them from completing a master's degree by traditional methods; and, for some,
3. Matriculate to entry into related doctoral programs.

The **program learning outcomes** to be achieved through this curriculum include:

1. Acquire competencies to practice as healthcare executives/managers by offering a balanced curriculum and quality didactic/experiential instruction;
2. Participate in didactic and experiential opportunities that lead to research in educational, professional, or healthcare issues relating to health administration and/or management;
3. Develop and apply skills in effective communication, analytical, critical thinking, and problem solving necessary for successful administrative roles in healthcare practice;
4. Acquire skills needed to understand the policy structure, finance and values of the U.S. healthcare system;
5. Define effective and dynamic healthcare management tools and techniques required for planning, strategy, organizing, staffing, leading, change and sustainability;
6. Describe/address/identify bioethical, legal-medical and socio-ethical issues in the practice of medicine; and
7. Synthesize and develop effective methods for exemplary professional performance through acquisition of key leadership competencies and innovative practices through course learning and seminars.

b. PROGRAM DESCRIPTION

This graduate program focuses on sustainable executive practices aimed at optimum healthcare management and effective outcomes to the community it serves. The weekend seminars designed into the program are a significant component to this 36 – hour online graduate program. These seminars, in which students learn from and interact with faculty and experienced healthcare professionals, establish cohesive cohorts and effective faculty-student relationships, as well as assist students in building a network of peer professionals that can provide support throughout their healthcare management careers. This seminar/colloquium element sets our planned program apart in the marketplace and addresses the issues of lack of adequate support, and the isolation--both from fellow students and the attending institution, that are often criticized in purely online programs.

With a focus on applied health services research, this program guides students in developing research skills and, by encouraging students to publish relevant research, will contribute significantly to the field of knowledge in healthcare management. Another unique feature of the program is a 15-hour certificate in graduate healthcare

management, which can be used by those seeking specialized certification for career mobility or professional development, such as nursing home administrator licensure.

See Appendixes A, B, and C for a course inventory, course descriptions, and sequence of courses, respectively.

C. INSTITUTION HIGH QUALITY STANDARDS AND CONTINUING ASSESSMENT

This program is designed to comply with the accreditation standards of the Accreditation Council for Business Schools and Programs (ACBSP) and offers a combination of on-site and online course content. Based upon pro forma estimates, the program will move toward sustainable profitability in year two with a minimum of 20 students per cohort, based upon reasonable assumptions. A relevant master's degree curriculum in healthcare management must use a model of delivery that is both convenient and effective for the working professional who is a mid-level to senior level practitioner. Accordingly, this one offers:

- *Intensive/interactive weekend seminars scheduled throughout the program*
- *Use of industry experts to supplement faculty so that information is current, relative, and practical*
- *Enrollment in two online Internet-based courses per 16 week semester, plus two summer sessions*
- *Delivery of applicable tools to facilitate critical decision making in strategy, finance and quality*
- *It incorporates integrated courses with the FSU MBA program*

The program is designed using a cohort format-- a group of master degree candidates who follow a set schedule of courses together from start to finish, with one cohort starting in the fall semester of each year. The primary design is a five semester format; however, the program timeline can be extended at the discretion of the School of Business. Cohorts could be blended after year one for scheduling flexibility.

In addition to regional and state approvals, the program will seek accreditation through the School of Business's accreditor – Accreditation Council of Business Schools and Programs (ACBSP). In addition to these initial milestones, the program follows institutional expectations with an assessment plan identifying program and course outcomes that will steer continuous program improvement.

d. SIMILAR PROGRAMS IN WV & SURROUNDING STATES

West Virginia University: An M.S. in Health Sciences is a 12-month, non-thesis degree program designed to enhance students' knowledge in the biomedical and public health disciplines. The School of Public Health offers two online programs: Master's Degree in Public Health (MPH) in Social and Behavioral Sciences and an MS in School Health Education.

Marshall University: A Master's Degree in Public Health as well as a Master of Science in Health Information Technology. A 36 hour Master's Degree in Healthcare Management is offered at the Charleston campus.

Ohio:

<i>Ohio University:</i>	Online Master of Healthcare Administration
<i>Ohio State University:</i>	Master of Health Administration
<i>Xavier University:</i>	Master of Health Sciences Administration
<i>University of Cincinnati:</i>	Online Master of Healthcare Administration

Pennsylvania:

<i>Temple University:</i>	MBA in Healthcare Management
<i>University of Pittsburgh:</i> Research and Policy	MHA and Doctor of Philosophy in Health Services
<i>Pennsylvania State University:</i>	Master of Health Administration
<i>University of Scranton:</i>	Master of Health Administration and MHA online
<i>Widener University:</i>	MBA with concentration in Healthcare Management

Maryland:

<i>Johns Hopkins University:</i>	Master of Health Administration
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Virginia:

<i>George Mason University:</i>	<i>Master of Health Administration</i>
<i>VA Commonwealth University:</i>	<i>MHA and Master of Health Service Administration</i>
<i>Marymount University:</i>	<i>Master's Degree in Healthcare Management</i>

Global online programs are also offered at Walden University and Southern New Hampshire University.

e. SOCIETAL, OCCUPATIONAL, RESEARCH, OR PUBLIC SERVICE NEEDS AND STUDENT DEMAND

Based upon O*Net summary information, the MSHM degree is applicable to in-demand careers within the healthcare management field, including the following:

Sample of reported job titles: Administrator, Clinical Director, Health Information Management Corporate Director, Health Information Management Director, Department Manager, Mental Health Program Manager, Nurse Manager, Nursing Director, Office Manager, Risk/Quality Manager, Practice Administrator, or Program Manager.

(Source: <https://www.onetonline.org/link/summary/11-9111.00>)

This advanced degree is often an essential step in attaining key C-suite or executive positions that typically determine and formulate policies, provide overall direction of private and public sector healthcare. These key leadership positions include professionals who plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers.

Sample of reported job titles: Chief Executive Officer (CEO), Chief Financial Officer (CFO), Chief Nursing Officer, Chief Operating Officer (COO), Chief Information Officer (CIO), Executive Director, Executive Vice President (EVP), Operations Vice President, President, Vice President, Assistant Vice President.

(Source: <https://www.onetonline.org/link/summary/11-1011.00>)

Potential applicants will be targeted through West Virginia's acute and post-acute hospitals, healthcare organizations and other allied health social service programs, as well as through state and national associations. Documentation of expressed interest by various market groups is readily attainable through existing networks in the state and contiguous region.

- The American College of HealthCare Executives WV Chapter.
- The ACHE Annual meeting in Chicago is an excellent recruiting venue as well as many other national conferences. Maryland, Ohio, PA also have ACHE Chapters.
- The West Virginia Hospital Association
- The WV Rural Health Association
- The WV Public Health Association
- The WV Nursing Home Association

Local marketing/recruitment partners will include state and regional associations. Meetings of such national organizations are ready opportunities for marketing.

ADDITIONAL RESOURCES NEEDED TO OFFER THE PROGRAM

The start-up and implementation of the MSHM will require minimal additional resources, other than the personnel expenses described below.

i. Equipment and Software

No additional expenses for equipment and software are anticipated beyond what is currently available for existing undergraduate and graduate programs.

ii. Faculty

Implementation of the program and launch of the initial cohort will require one additional full time qualified faculty member to assure compliance with accreditor standards. Program coordination, and ancillary operational expenses will be absorbed by the current personnel and operational expenditure schedules. Qualified adjunct faculty will be employed for special skills as enrollment increases, and as course rotation requires.

iii. Facilities

No additional facilities will be required for the program.

f. INSTRUCTIONAL DELIVERY METHODOLOGIES

Cohort Model and Course Delivery:

A) Cohort Orientation and Weekend Seminars:

Students are enrolled in program-year cohort groups, and follow a model schedule. All cohort groups begin with an on-campus orientation weekend (noncredit), held prior to the start of their first semester. Additional 1 credit hour weekend seminars are offered each semester. Generally, the seminars will begin Friday afternoon on the main campus, continue during the day on Saturday and end Sunday before noon. Each seminar is expected to contain 12 hours of instruction for 1 credit earned. Participants are responsible for their own transportation, lodging and meals. After the initial orientation weekend, tentative scheduling would be in November of the first semester, and April in the second semester working around most convenient schedules for the University and participants. Weekend seminars will require advance preparation and/or completion of assignments during the weekend.

B) Online course work:

The classes will be delivered by faculty qualified in accordance with accreditors' standards over the course of regular sixteen (16) week semesters, or a ten week summer sessions. Courses will be delivered using Fairmont State's learning management systems (LMS), allowing distant learners to access and complete work on their own each week. One or more sessions of a course may include 'live' line through the LMS with the instructor available by chat room or telephonically/visually for interactive participation from a remote location. The majority of course delivery will through learning modules, required readings and other materials, accompanied by electronic communication boards, electronic submission of assignments, and completing tests and/or quizzes. Instructors will specify assignments, readings and other activities in a detailed syllabus. Professional standards for written assignments will be based upon APA style. The course syllabi will include learning outcomes and align to program goals/objectives. All participants will need access to high speed internet, and must purchase books assigned by the instructor. Each course will have at least one current, relevant text required along with weekly readings.

A learning-centered framework for what college graduates should know and be able to do to earn the associate, bachelor's or master's degree should include the following as a comparison for evaluation:

Specialized Knowledge	<i>Theories, research methods and approaches to inquiry specifically related to healthcare management using current trends and issues as a basis of problem solving using constituents of the market—consumer/families, work associates, affiliated professional providing care, third party payers and regulatory agencies.</i>
Broad, Integrated Knowledge	<i>Designs/applies work learned from the instructors and cohort members to local opportunities to advance change and new ideas as needed. Gathers exposure to the importance of local and network development.</i>
Intellectual Skills	<i>Creates sustained, coherent theory with practical applications for delivery to diverse and challenging constituents (patients, families, physicians, regulators, public, and staff); opportunities for publication of dissertation in journals; presentations at state national meetings.</i>

Applied Learning	<i>Creates and designs works; learns new skills sets for financial and data analysis; develops written/oral communication skills. Each participant will have shared experiences with other cohort members that they can use in their workplace as well.</i>
Civic Learning	<i>Evaluation/awareness of public policy including relevancy to state and country; community perspectives on wellness, challenges in care continuum planning, and wise use of resources. Exposure to guest speakers at weekend seminars also create opportunity for understand advocacy process for special community needs. Examines roles of consumers in key policy making through involvement in local advocacy and governance. Also focuses on how importance it is to a leader to develop, maintain and support grass roots involvement for sustainability and service to community.</i>
Institution-specific areas	<i>Adherence to graduate school policies, awareness of FSU's commitment to advancing the competencies and professional development of key health administrators</i>

g. SUMMARY

Fairmont State University's Master of Science in Healthcare Management (MSHM) will offer undergraduate students in the B.S. in Healthcare Management with graduate options upon completion of their baccalaureate requirements. More importantly, the graduate program, delivered as a hybrid program with minimal residency requirement, will appeal to a larger market outside of our current market area. This program meets needs of employees in healthcare management who wish to further their education and increase their credentials while continuing to be employed full-time in the industry. It accommodates individuals with management experience who wish to seek career advancement or professional placement within the healthcare industry. This program can be launched with minimal investment of resources beyond one full-time faculty position.

APPENDIX A
 Master of Science in Healthcare Administration
 Proposed Program Curriculum – Course Inventory

Required Major Courses			
	<i>Course Number</i>	<i>Title</i>	<i>HRS</i>
MSHM	5000	Seminar in Healthcare Management	1*
MSHM	5100	Leadership and Organization	3
MSHM	5200	Healthcare Finance and Strategy	3
MSHM	5300	Healthcare Ethics and Corporate Accountability	3
MSHM	5400	Medical-Legal Issues in Healthcare Quality	2
MSHM	5500	Epidemiology and Population Health	3
MSHM	5600	Healthcare Policy, Trends and Public Financing	3
MSHM	5700	Healthcare Economics	3
MSHM	5800	Healthcare Information Exchange and Information Systems	3
MSHM	6000	Introduction to Research Methods	3
MSHM	6100	Independent Research	3
MSHM	6200	Strategic Management Capstone	4

(*) – One credit hour will be required in program year one; two credit hours will be required in program year two: one in the fall and one in the spring term.

APPENDIX B
Master of Science in Healthcare Management
Course Descriptions

MSHM 5000 – Seminar in Healthcare Management (1 hr.)

Weekend seminars are designed to bring students together for interaction, networking, group activities and instruction. There are a series of five weekend seminars, allowing the hybrid approach to this online program. This offers a distinctive format that combines the best of on-campus and online learning. On-campus weekend Seminars expand beyond the typical coursework by including live discussions with business leaders and industry experts, team projects, case roundtables, and peer interaction. Current research indicated that the use of hybrid technology appeared to have advantages over both pure in-class and pure online technologies. Human interaction drives learning.

Seminar Readings and Requirements:

A learning content module will be developed for each seminar's topic and provided to students at the beginning of the term well in advance of the scheduled weekend session. This will allow time for any assignment preparation, reading or course activity. Readings and other material may be required prior to a seminar offered for credit. In some instances, a paper is submitted following the end of the seminar based on topics assigned. Students are required to be on campus at all times during the scheduled seminar. Students are responsible for arranging their own travel and accommodations.

MSHM 5100 – Leadership and Organization (3 hrs.)

This is a critical examination of leadership and organizational theories and their corresponding practices within the context of healthcare continuum (public health, community, acute care, post-acute continuum, home based services, etc.). Emphasis is on theory and application of theory at the individual, interpersonal and group levels. Focus will be on critical assessment, practical application and exploration of effective and ethical leadership practices by senior level managers and executives. Understanding systems theory, culture, and change processes as they relate to individuals and systems that drive a healthcare organizations. The interplay of human, technological, and structural factors in organizations will be examined. Important issues to be considered will also involve motivation theories, communication, and group decision theories for managerial applications. This includes job design and organizational structures and techniques to be used for evaluating and rewarding performance. Similarly, the class will look at techniques for the development of team building, leadership and conflict resolution skills. Focus is given to leadership approaches, job enrichment, quality of work life, and employee attitudes and achievement. (Course corresponds to MSBA 5110)

MSHM 5200 – Healthcare Finance and Strategy (3 hrs.)

This is designed to be an examination of standard cost accounting methods, financial monitoring and strategic planning in healthcare organizations. It also focuses on evaluation in the planning-implementation-evaluation cycle for return on investment as part of the financial planning process. Topics include various business perspectives, alternative evaluation designs and related methodologies including collaborative action research and issues related to design, measurement and utilization, whether the task is designing internal financial controls, contracting for outsourcing, or critically reviewing financial performance compared to benchmarks. Alternative payment and provider models are reviewed along with current healthcare reform efforts and legislative proposals. Each participant will prepare a departmental budget/project budget (self-selected) in his/her area of concentration.

MSHM 5300 – Healthcare Ethics and Corporate Accountability (3 hrs.)

Issues concerning the ethical, legal and social implications of advances in medical technology and clinical medicine are constant leadership challenges. From advances in transplantation to new legislation that provides healthcare access to underserved and vulnerable populations, professionals with advanced training in bioethical decision making are needed to address the ethical challenges of today and the evolving challenges of tomorrow. Major national and global public health challenges are introduced. The second half of this course examines key federal agencies (Centers for Medicare and Medicaid Services, Office of Inspector General, National Centers for Disease Control and Prevention, and the Food and Drug Administration to name a few) as well as the activity of state and other regulatory organizations. It also examines current outcome measures that affect payment in various settings, selecting performance improvement topics as part of annual strategy, analysis of trends for intervention, staff re-training needed, compliance with policies, and building support for compliant behaviors from ground up. This course examines what information is typically collected, shared and or distributed publicly—and how that affects perception of quality at an organization. With the advent of disclosure, roles and functions within a healthcare organization are examined in terms of ethics and corporate accountability.

MSHM 5400 – Medical/Legal Issues in Healthcare Delivery (3 hrs.)

This course examines the complex intersection of law and health systems as well as common legal issues encountered by healthcare leaders such as laws that pertain to professional liability, patient privacy and payment system management. It provides historical and contemporary discussions of legal issues that have, and will continue to shape medical care coordination, delivery and strategy in the United States. Legal issues regarding the healthcare organization and its trustees, administrators and medical staff are key focus points. The course investigates the legal basis of healthcare risk management in the United States to include constitutional provisions and federal statutes that influence public payment policy. It also prepares senior administrators for preventative measures in an increasing litigious environment. It will include a general review of Stark III/IV, Office of Inspector General activities related to healthcare fraud and abuse, Sarbanes Oxley and other pertinent laws affecting federal payment and accounting practices. Major topics include state and federal regulation of healthcare providers and institutions; tort liability in the context of medical care; patient and provider rights and obligations; public and private insurance systems; and basic issues in bioethics and public health and the social forces that have shaped its historical development. Other topics may include ethical and legal challenges of telemedicine.

MSHM 5500 – Epidemiology and Population Health (3 hrs.)

The first half of this session serves as an introductory course in epidemiologic methodology covering study design for investigation of both infectious and chronic diseases. Evaluation of screening programs and health services research will also be discussed. Overview of community monitoring and role of public health for outbreak investigation, natural history of infectious diseases, validity of clinical tests, and overview of data collected by states (vital statistics) as well as the role of community responsiveness (disaster and high risk preparation/Homeland Security). The second half of the course involves developing a project that addresses an identified community healthcare need. The role of Community Health Needs Assessment as part of the Affordable Care Act is included as well as methods in conducting them to comply with IRS requirements.

MSHM 5600 – Healthcare Policy, Trends and Public Financing (3 hrs.)

This examination of the politics of federal and state health policy process includes effects of political structure and institutions on various social factors, interest groups, classes and social movements. Unfunded mandates such as some provisions of the Patient Protection and Affordable Care Act that affect state budgets (e.g., expansion of Medicaid eligibility) are reviewed. Students examine the influences and functions of government agencies, legislative processes and procedures and executive branch rule-making. Students will objectively evaluate how policy changes occur at the federal and state levels and then how they subsequently affect your functioning as a citizen and a professional. Class lecture will focus on the legislative path of federal law and then follow it through to the outcomes at the state level. Students will explore the importance of developing relationships, communication and advocacy strategies with elected officials and various stakeholder groups that interact with the federal and state legislative processes. A historical overview of American health policy will set the framework from the turn of the century to current or proposed payment systems and initiatives.

MSHM 5700 – Healthcare Economics (3 hrs.)

This course covers micro-economic theory focusing on patient demand for services and supply of services based on the complex regulatory environment in healthcare organizations. Students will learn to analyze health policies, as well as, the behaviors of patients, insurers, and physicians in varying healthcare organizations. Issues will be explored such as fee structuring; controversial policy issues, such as, access to care and/or the medically under-insured or uninsured; the demand and mandate of health insurance; and the increased presence of governmental control that impacts healthcare economics. The interrelationships of value, quality, and price are analyzed. The importance of transparency of quality and its effect on value is articulated. Compensation and payer models are compared including the role of employer benefits, private health insurance plans, Medicare and Medicaid, and various mechanisms used to cover the costs of prescription drugs. Current issues, such as pay for performance, cost saving through prevention, cost shifting, and healthcare for the aging, are discussed.

MSHM 5800 – Healthcare Information Exchange and Information Systems (3 hrs.)

There are myriad information systems used across the spectrum of healthcare organizations. This course focuses on need for effective information processing, including documentation and coding. Overview of privacy issues, use of protected information, and integration of health records are provided. Course will also educate key leadership on understanding Diagnostic Related Groups, International Classification of Disease (ICD 10), as well as common procedural terminology (CPT) used by physicians, as these are all factors in reimbursement. Federal mandates and initiatives will be included for electronic medical record integration and the future. The cost of technology and the demands on an organization are also included in what support is needed for effective management. Discussion will include regional and state health information exchanges, applicable laws related to privacy and portability of records. It also examines the business aspects of computer systems management including business productivity software.

MSHM 6000 – Introduction to Research Methods (3 hrs.)

This course develops competency in principles of research and measurement for use in the professional

setting. As an initial course in the program of study, students will learn research methods to apply to program and systems design and evaluation to achieve successful measurement of outcomes and goals. Students will become critical consumers of pertinent literature to provide background and support for the choice and application of proper qualitative and quantitative research methods and data analysis for professional application. The course content includes an overview of research concepts, ethics in research, literature searches and reviews, quantitative and qualitative research methods and designs, IRB procedures, data collection, analysis and interpretation techniques. Basic concepts of statistics and the diverse approaches to performance improvement inquiry and practice to affect change in behaviors needed are emphasized for practical application. Practices of inquiry, analysis and evaluation, will be applied and integrated throughout the course of study and demonstrated in the culminating capstone work of the MSHM degree.

MSHM 6100 – Independent Research – or – Special Topics in Business Management (3 hrs.)

The course participant will design and conduct independent research or complete one other course elective within the graduate courses in the School of Business from the following:

MSBA 5140 – Strategic Human Resources Management

MSBA 5130 – Labor Relations and Dispute Resolution

MSBA 5600 – Marketing for Managers

MSBA 5810 – Project Management

MSHM 6200 – Strategic Management Capstone (3 hrs.)

As the final class, the coursework allows participants to utilize the skills, knowledge, and education gained in this program. The work is centered on selecting a topic and writing an original case study. All course reading materials, discussions, activities, and assignments provide the necessary information and direction needed to write and share an original case in the field of health administration. Interactive sessions are scheduled to discuss and review this content, providing additional learning opportunities to master the course objectives. There are three assignments for the course, all to be done individually, with presentation for the benefit of the entire class culminating in the final weekend seminar.

APPENDIX C
Masters of Science in Healthcare Management
Sequence of Courses

Program Year 1	Course title	Credit hours	Delivery method
Fall Semester	Orientation to Healthcare Management Program	No credit	On-campus weekend prior to start of term
	Leadership and Organization	3	Online
	Healthcare Finance and Strategy*	3	Online
Spring Semester	Healthcare Ethics and Corporate Accountability*	3	Online
	Medical-Legal Issues in HealthCare Delivery*	3	Online
	Seminar in Healthcare Management: Designing An Effective Care Continuum	1	On-campus weekend seminar
Total hours PY 1		13 hours	
Program Year 2			
Program Year 2	Course title	Credit hours	Delivery method
Fall Semester	Epidemiology and Population Health	3	Online
	Healthcare Policy, Trends and Public Financing*	3	
	Seminar in Healthcare Management: Lean Six Sigma	1	On-campus weekend seminar
Spring Semester	Healthcare Economics	3	Online
	Health Information Exchange and Information Systems*	3	Online
	Seminar in Healthcare Management: Healthcare Quality	1	On-campus weekend seminar
Summer Semester	Introduction to Research Methods	3	Online
Total hours PY 2		17 hours	
Program Year 3			
Program Year 3	Course title	Credit hours	Delivery method
Fall Semester	Independent Research –or-- Special Topics	3	Online/arranged
	Strategic Management Capstone	3	Online/arranged
	Presentations of Research and Capstone Projects	No credit	On-campus weekend seminar
Total hours PY 3		6 hours	
Total Program hours		36 hours	

Notes:

1. Asterisk denotes courses required for 15 hour certificate in Healthcare Management
2. Courses in blue denote alignment with current courses in MBA program
3. Courses in yellow denote courses with finance orientation for accreditation purposes

Tab 7

**Fairmont State University
Board of Governors
May 30, 2018**

Item: FY 2019 Unrestricted Education & General (E&G) and Fund Manager Budget Approval

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Finance Committee of the Board of Governors approves the attached FY 2019 Unrestricted E&G and Fund Manager budgets.

Staff Member: Christa Kwiatkowski

Background: Attached is the Unrestricted E&G and Fund Manager budget reports which show in total the changes in budgets requested for FY 2019 for the Unrestricted E&G and Fund Manager funds.

The Unrestricted E&G budget plan includes an increase in operating revenues of \$1,121,009. We project an increase in tuition and fee revenue of \$2,177,655. This increase is made up of \$731,720 in revenue from fee increases and \$1,445,935 in revenue from projected enrollment growth. There is a small increase to student activity support revenue of \$27,463 due to projected enrollment growth. These increases are offset by expected decreases in chargeback revenue of \$963,110 and other operating revenue of \$121,000. The chargeback decrease relates to faculty service revenue loss of \$684,799 due to no longer sharing courses, operating cost revenue loss of \$19,577 related to Caperton Center expenses and support service revenue of \$258,734 due to reduction of support for Caperton Center, Enrollment Services, Finance, Human Resources and IT. Other operating revenue decreased due to the removal of Hospital Nursing contracts that have expired.

The Unrestricted E&G budget plan includes an increase in operating expenses of \$407,714. This includes an increase to salaries and benefits of \$396,963 due to the 2% across the board raise and PEIA increases, an increase in student financial aid of \$164,685 for additions to Promise Beyond and waivers, a decrease in utilities of (\$58,960) related to the Caperton Center, an increase to supplies of \$298,227 related to Oasis fees, Athletic Master plan, Constituent Relationship Management start-

up costs and additions to the custodial contract and an increase in equipment expense of \$260,924 related to furniture, fixtures and equipment for the new Charles Point facility. These expenses are offset by decreases in faculty service chargeback expenses of \$408,460 due to no longer sharing courses, a decrease of \$187,607 in support services related to off-campus Pierpont locations and tutoring services, an increase in student activity costs of \$27,463 related to a projected increase in enrollment and a decrease of \$85,520 in operating costs related to off-campus Pierpont locations and tutoring services.

The Unrestricted E&G budget plan includes an increase in state appropriations of \$532,360, provided to cover raises and increases in PEIA and Oasis fees, as well as an increase to gifts of \$373,920 provided by the Bridgeport CVB towards Charles Point expansion. These increases are offset by an increase in construction expenses of \$513,000 related to the Charles Point expansion, and decrease of \$40,826 in financial aid match and \$66,300 in other transfers.

This leaves the Unrestricted E&G budget balance at a deficit of (\$925,808). However, we conservatively have estimated savings from unfilled positions of \$400,000 and have added back expenses that will become capital assets of \$584,500, leaving an adjusted budget balance of \$58,692.

The Fund Manager budget plan includes an increase in tuition and fee revenue of \$484,092, which is due to the increase of existing program fees and the addition of new program fees. This is offset by a small decrease in other operating revenues of (\$4,633). E&G support was reduced to the academic programs in the amount of \$260,033 due to the increase in program fees. The plan also includes a decrease in expenses of (\$200,155) and a decrease in transfers of (\$89,973) due to removing carry over budgets allowed for prior year cash balances. At this time, revenue and expense budgets net to zero. However, it is requested that administration have the authority to adjust budgets for use of carryover cash balances as appropriate. We will be certain that we are monitoring this use of reserves to ensure it is not adversely affecting the HLC's Composite Financial Index rating. The cash balance available for carry over was \$2,344,780 as of April 30, 2018.

Fairmont State University
 Budget vs Budget Statement of Revenues and Expenses
 Current Unrestricted - Central E&G

		FY 2018 Budget as of 4/30/2018	FY 2019 Budget	Difference
OPERATING REVENUE	Tuition and Fees	24,540,943	26,718,598	2,177,655
	Student Activity Support Revenue	435,765	463,228	27,463
	Faculty Services Revenue	684,799	0	(684,799)
	Operating Costs Revenue	1,607,856	1,588,279	(19,577)
	Support Services Revenue	1,813,989	1,555,255	(258,734)
	Other Operating Revenues	244,293	123,293	(121,000)
	Total:	29,327,644	30,448,653	1,121,009
OPERATING EXPENSE	Salaries	23,964,567	24,390,327	425,760
	Benefits	6,141,213	6,112,416	(28,797)
	Student financial aid-scholarships	3,619,117	3,783,802	164,685
	Utilities	1,419,636	1,360,676	(58,960)
	Supplies and Other Services	7,010,923	7,309,150	298,227
	Equipment Expense	425,178	686,102	260,924
	Fees retained by the Commission	185,560	185,560	0
	Assessment for Faculty Services	408,460	0	(408,460)
	Assessment for Support Services	187,607	0	(187,607)
	Assessment for Student Activity Costs	338,764	366,227	27,463
	Assessment for Operating Costs	85,520	0	(85,520)
	Total:	43,786,546	44,194,260	407,714
OPERATING INCOME / (LOSS)		(14,458,901)	(13,745,607)	713,294
NONOPERATING REVENUE (EXPENSE)	State Appropriations	14,579,417	15,111,777	532,360
	Gifts	3,300	377,220	373,920
	Investment Income	69,245	69,245	0
	Interest on capital asset related debt	0	0	0
	Assessment for E&G Capital & Debt Service Costs	(1,994,319)	(1,994,319)	0
	Reappropriated State Funding	0	0	0
	Total:	12,657,643	13,563,923	906,280
TRANSFERS & OTHER	Capital Expenditures	(47,400)	(47,400)	0
	Construction Expenditures	(71,500)	(584,500)	(513,000)
	Transfers for Debt Service	(64,863)	(64,863)	0
	Transfers for Financial Aid Match	(81,239)	(40,413)	40,826
	Indirect Cost Recoveries	602	602	0
	Transfers - Other	(73,850)	(7,550)	66,300
	Total:	(338,250)	(744,124)	(405,874)
BUDGET BALANCE		(2,139,508)	(925,808)	1,213,700
Expected Savings from Unfilled Positions			400,000	
One-time Capital Expenditures			584,500	
Adjusted Budget Balance			58,692	

Fairmont State University
 Budget vs Budget Statement of Revenues and Expenses
 Current Unrestricted - Fund Manager

		FY 2018 Budget as of 4/30/18	FY 2019 Budget	Difference
OPERATING REVENUE	Tuition and Fees	2,006,543	2,490,635	484,092
	Other Operating Revenues	89,608	84,975	(4,633)
	Total:	2,096,151	2,575,610	479,459
OPERATING EXPENSE	Salaries	1,122,425	1,150,456	28,031
	Benefits	183,626	214,271	30,645
	Student financial aid-scholarships	20,200	27,440	7,240
	Utilities	16,500	4,500	(12,000)
	Supplies and Other Services	1,348,237	1,085,807	(262,430)
	Equipment Expense	143,970	152,329	8,359
	Total:	2,834,958	2,634,803	(200,155)
OPERATING INCOME / (LOSS)		(738,807)	(59,193)	679,614
NONOPERATING REVENUE (EXPENSE)	Gifts	500	500	0
	Total:	500	500	0
TRANSFERS & OTHER	Capital Expenditures	(20,000)	(20,000)	0
	Indirect Cost Recoveries	65,643	65,643	(0)
	Transfers - Other	103,023	13,050	(89,973)
	Total:	148,666	58,693	(89,973)
BUDGET BALANCE		(589,641)	0	589,641
Cash Balance as of April 30, 2018			2,344,780	