DUNWOODY COLLEGE OF TECHNOLOGY

ARCHITECTURE PROGRAM REPORT

2017 VISIT FOR CONTINUING CANDIDACY

DEGREE PROGRAM
Bachelor of Architecture (B. Arch)

SUBMITTED TO
The National Architectural Accrediting Board

DATE
March 1, 2017

YEAR OF PREVIOUS VISIT
2015

CURRENT TERM OF ACCREDITATION
"At the July 2015 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report for Initial Candidacy (APR-IC) for the Dunwoody College of Technology.

As a result, the proposed professional architecture program Bachelor of Architecture was formally granted initial candidacy. The candidacy period is effective January 1, 2015."

OVERVIEW
The Dunwoody College of Technology's Bachelor of Architecture program is a five-year, full-time professional bachelor's degree program offered within the Construction Sciences and Building Technology Department. The program is structured as a two plus three, with students receiving an Associate of Applied Sciences degree after their first two years and the Bachelor of Architecture degree after the remaining three years.

PROGRAM TOTAL	158 Semester Credit Hours
AAS SUBTOTALS	68 Semester Credit Hours
GENERAL STUDIES REQUIRED	9 Credits
GENERAL STUDIES ELECTIVES	11 Credits
PROFESSIONAL STUDIES	48 Credits
PROFESSIONAL ELECTIVES	0 Credits
BARCH SUBTOTALS	90 Semester Credit Hours
GENERAL STUDIES REQUIRED	15 Credits
GENERAL STUDIES ELECTIVES	4 Credits
PROFESSIONAL STUDIES REQUIRED	65 Credits
PROFESSIONAL ELECTIVES	6 Credits

DUNWOODY COLLEGE OF TECHNOLOGY | ARCHITECTURE (ARCH)

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SECTION 1 - PROGRAM DESCRIPTION

I.1.1 HISTORY AND MISSION

HISTORY OF DUNWOODY COLLEGE OF TECHNOLOGY

MISSION
Dunwoody changes lives by building opportunities for graduates to have successful careers, to develop into leaders and entrepreneurs, and *to engage in the better performance of life's duties.**

**From the Last Will and Testament of William Hood Dunwoody, 1914.*

VISION
Dunwoody College of Technology seeks to emerge as a first-choice, nationally-recognized leader in technical education, providing a full college experience rooted in innovative education.

VALUES
Inclusion: We value an inclusive and collaborative learning and working environment.
Innovation: We value innovation in our processes, problem solving, teaching, and learning.
Integrity: We value personal and institutional integrity based on mutual respect, trust, and accountability.
Excellence: We value excellence in teaching and learning by upholding the principles of continuous quality improvement.
Tradition: We value the founding traditions of Dunwoody and seek to build on those traditions for a stronger future.

HISTORY
Founded in 1914, Dunwoody is a private, non-profit, endowed institution of higher education. It is the oldest institution of its kind in the Upper Midwest, with an international reputation for outstanding educational programs. The prominent Minneapolis businessman, William Hood Dunwoody, left three million dollars in his will to establish Dunwoody. His purpose was to "provide for all time a place where youth without distinction on account of race, color or religious prejudice, may learn the useful trades and crafts, and thereby fit themselves for the better performance of life's duties."

When his wife, Kate L. Dunwoody, died a year later in 1915, she left an additional trust to help sustain the new school. Income from the endowment established by Mr. and Mrs. Dunwoody, supplemented with annual gifts from alumni, friends, and the industry-business-labor community, supports the yearly operation of the school. Because of such support, student tuition at Dunwoody is lower than at many other private institutions, for-profit or non-profit.

In 1991, Dunwoody was nationally recognized as one of ten "Institutions of Excellence" by the National Center of Research in Vocational Education in Berkeley, California.

During his lifetime, William Hood Dunwoody lived a philosophy of helping others to help themselves. Today, Dunwoody perpetuates this philosophy. In the spirit of this heritage and long tradition, Dunwoody facilitates the learning process by preparing people for technical employment and by retraining employed workers. As Dunwoody's students are taught to learn more effectively, they develop the skills needed to adapt to industry demands and technological changes. It is Dunwoody's goal that graduating students will become responsible, contributing citizens, as well as able technicians and leaders in their professions.

Dunwoody's success can be seen in its outstanding alumni, the consistently high rate of placement of its graduates, enrollment of more than a quarter million students in over 90 years of operation, the extensive number of special training programs it provides for industry and labor, and its international reputation gained through development of technical education programs and consulting activities in over 20 foreign countries. Dunwoody`s regional accreditation also provides public assurance of educational quality and institutional integrity.

HISTORY OF THE ARCHITECTURE PROGRAM

The Bachelor of Architecture Program is an evolution and expansion of one of the College's original two year associate's degree programs: Architectural Drafting and Estimating, which was founded in 1914. The program is the product of an advisory committee formed in 2010 which committee met semi-annually to discuss the feasibility and possible pedagogies for the program. The academic ideals of professional preparation and technological proficiency were identified immediately not only as in alignment with the ideals of the College, but as of great need within the local academic and professional community.

In 2013, a new curriculum was proposed and the exploratory committee became the Program Advisory Committee. In 2014, the program applied for and achieved eligibility for candidacy. Concurrently, John Dwyer was named its program manager and the first cohort of the new curriculum was accepted. In 2015, the program achieved initial candidacy, established the Dunwoody Digital Fabrication Lab (dLAB), accepted the first bachelor's completion degree students, and added two additional cohorts. In the Fall of 2017, the program will establish the Public Interest Design Lab, build the unified studio, and initiate its fifth cohort.

MISSION
Architecture at Dunwoody educates students to realize the architectural possibilities of technological change and become leaders in the profession of architecture.

FOUNDING PRINCIPLES
The program is a direct response to two divergent forces; the challenges for graduating architecture students in our region, and a growing wealth of opportunities to transform the art and discipline of architecture within an era of great technological change.

In complexity, multiplicity, and sophistication, technology is advancing at an increasingly rapid rate. This change has created opportunities to radically evolve the way buildings are conceived, communicated, documented, fabricated, delivered and constructed. Advancements in design technology are changing the way we generate building forms, simulate building performance, represent architectural conditions, organize building information, generate construction documents, and deliver project management. Advancements in building technology are compounded by an increasingly clearer knowledge of the relationship between buildings, economics, human sustainability, and our global ecological impact. This has generated a great depth and breadth of new building systems, subsystems, materials, methods, practices, and building standards.

At the same time, we recognize the economic and professional challenges for graduates. With the nearest Bachelor of Architecture program over 200 miles from the Twin Cities metropolitan area, the increasing gap between intern salaries and other positions, the rising cost of architectural education, and a long path to licensure, we see a need to strengthen the future of our profession by improving the professional circumstances for graduates. Specifically, we see a need for an education which focuses on the profession, initiates a student's professional career early in their academic life, increases their earning potential upon graduation, and shortens their path to licensure.

As such, the following are the four founding principles of the program and their long range goals:

1. Design: to harness the capacity of established and emerging design and building technologies and generate a capacity for architectural discovery.
2. Technology: to embrace and participate in the current and profound changes in design and building technologies.
3. The Profession: to create a generation of architects ideally poised to succeed as leaders in the architecture profession.
4. Communication: to explore vast architectural modes of representation, documentation and presentation.

PEDAGOGY

To achieve these goals in the context of 21st century of architectural education, critical thinking has evolved as a vital pedagogical focus. Critical abstraction has been essential to breaking procedural paradigms of technologies. The result is a curricular structure rooted in technological agility, rather than technological mastery. With the current technological and social context, our pedagogy stems from a belief that it is upon a base of strong empirical knowledge that abstraction can to conceptual discovery.

This notion manifests itself in the Program's curricular structure. The AAS degree provides a strong empirical base of technical knowledge and agility within a focused context, while the Bachelor of Architecture degree requires abstraction from that base through comparison, critique, and reflection within limitless contexts. In curricular structure, four areas of knowledge form the armature: professional practice, design technology and building technology.

PROFESSIONAL PRACTICE

The program values the profession of architecture and seeks to strengthen it by generating graduates that are ideally poised to succeed as leaders in the architectural community. The program provides students with a feasible and clear path to licensure upon graduation, as well as opportunities to evolve the profession, specifically in areas of public interest design and digital fabrication.

Over the first two years, students gain a proficiency in industry standard design, documentation and project management skills with the objective of making students highly employable. This, coupled with the program's strong connection to the profession, allows students to enter the profession early in their academic life and initiate their architectural experience program (AXP) requirements while enrolled. On the advice of the profession and the Program Advisory Committee, the curriculum provides job skills of immediate need and a class schedule conducive to working within the profession during the academic year.

In their final three years, students engage the profession critically through courses professional practice, accounting, business management, and marketing. In their final year, students dedicate study to the Architectural Registration Exam and can choose to take the exam prior to graduation. Upon initial accreditation, the program intends to formally participate in the NCARB integrated path to licensure.

DESIGN TECHNOLOGY

We define design technology as encompassing all tools and media for representing, testing, visualizing, documenting, and simulating architectural works.

The program recognizes the recent, ongoing, and substantial changes in design technologies and the many ways in which they are transforming the art, discipline, and practice of architecture. The program seeks to give students the capacity to couple a high level of agility in traditional, new and emerging design tools along with a constant curiosity about their architectural implications. The first two years of the curriculum focus on acquiring this agility, while the remaining three years explore the possibilities of evolving or discovering new architectures from established or emerging design technologies. This also entails engaging in the evolution or development of new design technologies.

BUILDING TECHNOLOGY

We define building technology as encompassing all materials, methods, assemblies, systems, subsystems, sciences, performative measures, standards and regulations which determine how design is realized in built form.

The program recognizes the recent and ongoing massive changes in building technologies and the increasing environmental, cultural and economic value of building performance. The program seeks to give students the capacity to acquire a working knowledge of the breadth and depth of building technologies within historical, cultural, social, economic and environmental contexts. The first two years of the curriculum focus on acquiring a proficient knowledge of current building technologies within a contemporary context. The final three years provide multiple historic and cultural contexts for building technologies and explore the possibilities of evolving or discovering new architectures through building performance. This too entails engaging in the development and evolution of new building technologies, materials, and methods.

VISION

Throughout human history, technological advancement has inspired new architectures. If we can embrace this technological change, foster discovery through abstraction, and improve the professional circumstance of graduates, we believe there is a great opportunity for a generation of architects capable of discovering a better, more performative built world.

THE PROGRAM'S BENEFITS TO THE INSTITUTION

The Architecture program provides the College four key benefits. It furthers the College's vision to emerge as Minnesota's first polytechnic school. It expands the College's professional ties into the architecture community. It increases the student body population and tuition income. It reinforces and expands the College's capabilities for applied research and it gives the institution a greater capacity to serve the community.

FORWARDING THE POLYTECHNIC VISION
Central to the College's vision is the evolution from a vocational and technical institution into Minnesota's only polytechnic college. By extending key programs from two year associates degrees into professional bachelor's degrees, the College can begin to realize this vision. Several programs have paved the way for this transition including Interior Design, Construction Management and Applied Management.

RELATIONSHIP TO THE ARCHITECTURAL COMMUNITY
By expanding the current associates program into a professional degree with a great capacity to produce licensed and practicing leaders in the professional community, it is the expectation that the Architecture Program will maintain a tie to the architectural community equal in strength to the ties currently maintained with the construction industry. Representatives of the current Program Advisory Committee for the Architecture Program represent leaders of all varieties within the local architectural community. Their presence holds a shared enthusiasm and is already expanding the reputation of the College in the profession of architecture.

ADDITIONAL TUITION AND STUDENT BODY POPULATION
It is the objective of the program to maintain five concurrent cohorts of students. The first cohorts will average of 24 students. The final three cohorts will average of 18 students per cohort. The Program intends, therefore, to maintain an average student population of 120. Currently, the program maintains a student population of approximately 75. The expanded student population will require an increase in the faculty and facilities, but not in direct proportion. The result will be a net positive in income for the College. It is the full intention of the College to provide additional resources to the Architecture Program as these increases in income realize over the coming years.

APPLIED RESEARCH
As an emerging ideal in the College, the Architecture Program's commitment to applied research in its upper level coursework will further the College's desire to successfully communicate a growing commitment to research. While the College does not intend to evolve into a research institution, the applied research component of the Architecture Program reflects the College's desire to offer a more complete educational experience.

COMMUNITY SERVICE
In the Fall of 2017, the Architecture Program will establish the Public Interest Design Lab to institutionalize and organize multi-year projects which engage the underserved. The lab will be a resource for students in all programs throughout the College and will be established as a Community Design Center (CDC) with NCARB. This component of the Program will give the College increased visibility locally and globally as a positive agent for change.

THE INSTITUTION'S BENEFITS TO THE PROGRAM

Some of the key benefits provided by Dunwoody to the architecture program include facilities, a long and rich academic history, opportunities to collaborate with related programs, general studies courses, financial support through the College's endowment and non-profit status, strong leadership, and strong ties to the construction industry through the College's network of alumni.

FACILITIES
The College has committed 8,000 square feet of studio and classroom spaces to be dedicated to the architecture program. This is located on the east side of the Red level and includes five classrooms, a digital fabrication lab, and a unified studio space. In addition, faculty offices and conference rooms are provided on east side Brown Level. These spaces are scheduled for significant renovations over the summer of 2017. The College also provides additional classrooms for lectures and seminars throughout the campus, but primarily on the west side of the Red level. The College also established the Design Library on the Red Level which houses periodicals, books, reserve materials, building material samples, virtual reality facilities, Lynda learning stations, and other learning resources. The program also benefits from the college's 1,000 sf material testing lab and woodshop on the Green Level.

ACADEMIC HISTORY
As the College approaches its 100 year anniversary, it carries with it a strong reputation in the community as a strong and stable institution with a commitment to educating its students in industry specific skills. The College offers the Architecture program a rare opportunity to create a new program with the credibility and integrity of this rich and long history.

GENERAL STUDIES
The Arts and Sciences, Business Management, and other technical programs at Dunwoody offers an array of liberal arts courses available to all other programs within the College. The Architecture Program provides students with holistic learning through various required and elective courses offered by other programs in the College. Courses are offered in the areas of geography, art, math, English, speech, physics, research, critical thinking, history, and business management.

COLLABORATIVE PROGRAMS
Several courses within the Architecture program are pursued collaboratively with faculty and students from related programs including the Construction Management, Engineering Drafting and Design, and Interior Design programs. History, building systems, building codes and regulations, portfolio, design build studios, extra-curricular events and competitions, and project management courses provide multi-disciplinary collaboration between these related programs. Further, elective courses provide students opportunities to collaborate with any other of the various technological programs within the College including robotics and manufacturing, construction sciences and building technology, and computer technology.

FINANCIAL SUPPORT
Through the generous endowment left to the College by the Dunwoody family, financial support is available to all programs throughout the College. The stability of the endowment has been a key factor in the longevity of the College and will play crucial part in the expansion and development of the Architecture program. In addition, the College's non-profit status allows the Architecture program to pursue tax deductible private donations. The Architecture program is also a central component of the College's current Capital Campaign initiatives which is actively pursuing grants and private donors from the local architecture and construction industries.

LEADERSHIP
President Richard Wagner, Provost Jeff Ylinen, Dean Bridget Reynolds, and Program Manager John Dwyer give the Architecture program over a decade of collective academic and professional experience. Richard Wagner has served as the College's President since 1996, during which time he has also served as the Vice President of Academic Affairs and Dean of Learning. Jeff Ylinen has served at the College's Provost since 2011, prior to which he served as Vice President of Academic Affairs for over 15 years. Bridget Reynolds has served as the Dean of Construction Sciences and Building Technology since 2001. John Dwyer, the Architecture Program Manager, is a nationally recognized leader in the profession with an active practice.

ALUMNI
Through each program's advisory committees and a deep commitment to continued contact with its alumni, the College maintains a strong and growing network of alumni. Current alumni are present in countless design, engineering, construction and architecture businesses throughout the local design community. Many maintain an active presence in the college as donors, program advisory participants, design critics, adjunct instructors, guest lecturers, and employers of the College's current students or recent graduates.

HOLISTIC DEVELOPMENT

GENERAL STUDIES
A liberal education is a key component of the Architecture Program. On an ongoing basis, the program will review courses offered by other programs within the College and select a series of required and elective courses for students enrolled in the Architecture Program. Students will be required to complete 45 semester credit hours of general studies courses over ten semesters. Required courses include general education in accounting, business management, critical and creative thinking, research methods, geography, math, and physics. Elective courses may include any other course offered within the College's Arts and Sciences, Business Management, or other technical programs. See the Course Descriptions in section 4.2 for a list of current general studies courses within the Architecture Program.

TRAVEL STUDY
The Architecture Program offers travel study at varying scales. The largest is an 8-12 week study abroad opportunity during the fourth year of the program. The intent of the study abroad program is to provide structured, immersion learning that provides students with a multi-cultural design experience. It is the intention of the Architecture Program to partner with several domestic and international institutions and integrate the students into the academic setting of the partner institution.

The current program is in development with CIEE in Barcelona. While this program is intended to be ongoing, it is the vision of the Program to continue establishing other formalized relationships with other institutions. To assure an immersive experience within the partner institution, lesson planning, curriculum and schedule for the study abroad program may be dictated the partner institution, but educational outcomes are always maintained by the Program. Currently, faculty from the Architecture Program are actively establishing this and other study abroad policies for the entire college.

HOLISTIC EDUCATION
Through the studio environment, a variety of general studies courses in various other programs within the college, service learning opportunities, study abroad opportunities, and the development of a diverse faculty and student body, the Architecture Program maintains and a commitment to holistic education. Students engage in a minimum of 45 semester credit hours of general studies that range from world geography and histories of the city to composition and physics. Full time faculty are also able to pursue coursework in any other program within the College as well as an annual budget to pursue coursework, related to their area of teaching, at any other higher learning institution.

PUBLIC INTEREST DESIGN
Opportunities exist in both curricular and extra-curricular modes for students and faculty to engage local and global underserved communities. Students engage in a participatory design process to develop a more holistic approach to design. Within the program, the Public Interest Design Lab serves as a mechanism by which long term partnerships are integrated into coursework and managed over the course of many years.

Within the curriculum, a dedicated design-build studio is offered during year four of the Program along with a lecture and applied research course in public interest design. The PID Lab also matches other studios with communities and clients in need. Outside of the curriculum, the Program creates opportunity for students to engage in community outreach. Past projects have included partnerships with UrbanBUILD at the Tulane City Center in New Orleans, the Skyway Open with the Downtown Minneapolis Association, and Habitat for Humanity Twin Cities.

I.1.2 LEARNING CULTURE

The program maintains a collegial learning environment that strongly encourages collaborative learning, positivism, mutual respect, and innovative thinking. The program promotes cross-disciplinary collaborations with other programs, healthy work/school/life balances, a strong work ethic, and careful time management. Many of these values stem from the college and its Student Handbook.

STUDIO CULTURE
Central to learning culture is the program's Studio Culture Policy updated annually in collaboration with faculty, the Curriculum Committee, the Program Advisory Committee, and the Dunwoody Chapter of AIAS. The policy was initially published in January of 2015 and its most recent manifestation is posted within all studio classrooms. Critical to its assessment and amendment is an annual review process by the student body and faculty which occurs during the first month of every Spring semester. This follows student participation at AIAS Forum by individual AIAS members charged with guiding the studio culture policy review. This structure is intended to maintain a learning culture of the program which stems in part from the national AIAS ethos on Studio Culture.

SCHOLARSHIP
The College maintains five core values for scholarship.

1. Inclusion: We value an inclusive and collaborative learning and working environment.
2. Innovation: We value innovation in our processes, problem solving, teaching, and learning.
3. Integrity: We value personal and institutional integrity based on mutual respect, trust, and accountability.
4. Excellence: We value excellence in teaching and learning by upholding the principles of continuous quality improvement.
5. Tradition: We value the founding traditions of Dunwoody and seek to build on those traditions for a stronger future.

The Architecture Program intends to reinforce these values by offering a culture and atmosphere of learning, where the pursuit of knowledge is given the resources and freedom it needs to be a primary focus of academic life. It is the policy of the Architecture program that full time faculty possess a degree from an accredited architecture program as well as a current license to practice architecture in at least one state within the United States. Adjunct and other part-time faculty must be graduates of a degree program relevant to their subject and demonstrate a high level of professional and practical experience in that subject. Further, it is the objective, though not a requirement, of the Program that all faculty members educate within a degree program that is lesser than the one they possess.

TEACHING
It is the policy of the program that each faculty member, for each course assigned, possesses a strong and intimate knowledge of their specific curriculum. Faculty are expected to apply direct and current expertise, preferably in the context of active, real world projects. Studio projects, as proposed by the faculty, are evaluated bi-annually by a curriculum committee based on the faculty member's knowledge of the project, as well as its relevance to the studio's required educational outcomes.

DEVELOPMENT OF NEW KNOWLEDGE
The Architecture Program at Dunwoody intends to be an active participant in transformation and evolution of design and building technologies. Integrated into its advanced studies is a commitment to architectural experimentation and discovery in the areas of design and building technology. While this spirit of discovery is intended to exist throughout the curriculum, it is the primary outcome of ARCH 4204 and ARCH 5104. In these applied research courses, students and faculty will be required to hypothesize, propose and test new technologies and share their discoveries publicly. Whenever possible, this knowledge maintains a spirit of open source development and will be protected under a Creative Commons or equally flexible creative and academic license.

POLICY ACCESS, IMPLEMENTATION AND ASSESSMENT
All current policies are available to students and faculty through the College website. The Human Resources Office reviews and assesses learning policies annually. Direct links to both are included in the syllabi of each course within the Program. See Section 4.5 for a list of URL's to policies and student handbooks. The following are excerpts relating to academic integrity, honest, and other learning culture policies.

ACADEMIC INTEGRITY

Dunwoody holds each student accountable for his/her individual behavior as it relates to the freedom, rights, and safety of others or as it affects the learning atmosphere of the school. At all times, Dunwoody expects honesty and integrity in its students. Unacceptable behavior and/or violation of school policies may be a basis for termination of enrollment. Specific policies are covered below and throughout this Handbook.

ACADEMIC HONESTY
Cheating, plagiarism, and any other forms of academic dishonesty will not be tolerated with penalties up to and including expulsion. See course syllabi for additional academic honesty guidelines.

DRUG, ALCOHOL & TOBACCO POLICIES (PROHIBITED SUBSTANCES)
The College prohibits the possession, use, or distribution of illegal drugs, narcotics, and alcohol on school property or as part of any school activity. If a student comes to school while under the influence of prohibited substance, that student will not be admitted to class and his or her enrollment may be terminated. Students who violate Dunwoody's policy against illegal drugs, narcotics, and alcohol are subject to discipline. Students may be also subject to criminal penalties under state and federal law for the unlawful possession or distribution of drugs and alcohol.

ARCHITECTURE PROGRAM SPECIFIC POLICIES

As a supplement, the Architecture Program maintains specific policies and assessment methods. These policies are course specific and, as such, are included in each syllabi.

Attendance:
Coursework within the department is practice-based, making attendance essential to student success. Any student who is absent without an acceptable excuse more than four times during an 18 week semester term will either require the student to withdraw from the course or receive a grade of F. Enforcement of this policy is at the Instructor's discretion. The Instructor may also impose more stringent attendance requirements which should be made clear in the course syllabus or by the Instructor early in the term. It is legitimate for the instructor to view unexcused lateness or departures from class as full absences.

Minimum Studio Performance:
If a student's studio GPA drops below 2.7, they must meet with the Program Manager who will review the student's portfolio and determine whether or not the student can continue to the next studio level. Students who receive two consecutive grades of C or less in studios must repeat the most recent studio and receive a grade of C+ or better to advance. Students who receive a grade of C- or less must repeat the studio and receive a grade of C+ or better to advance.

Portfolio Review
Students are required to document their work in all courses and maintain a comprehensive portfolio. The portfolio should document clearly and concisely each student's progress through the curriculum, organizing the work chronologically and cumulatively. Portfolios are submitted for review at the end of the 4th Semester as a condition of receipt of the Associate of Applied Science degree. Portfolios are also submitted for review at the end of the 10th semester as a condition of receipt of the Bachelor of Architecture degree.

Portfolios are reviewed by the Faculty and Administration of the Architecture Program as well as the Program Advisory Committee. The work is assessed and documented for its capacity to give a clear sense of each individual student's progress and readiness for advancement, professionally and/or academically. Students whose work does not meet the standards of the program may be given the opportunity to resubmit a portfolio, to enable them to better articulate their knowledge and skills. If the required standard is not met, students may be asked to repeat the previous studio or to actively seek out tutoring service within the college or from an external source.

Student Work Archiving
It is a mandatory requirement of each student's coursework that student work be digitally documented and uploaded to the Program's Archive Site. Work must be submitted prior to receipt of grades. This archive will be used for all future publications and graphic material as well as for required accreditation needs of the Program. A link to the Architecture Program's official archive site shall be provided by the Program Manager to all instructors prior to the initiation of any course. Upload instructions are as follows:

1. Organize work by assignment and group within a single PDF document.
2. Ensure each file does not exceed 100 MB.
3. Name the PDF using the File Naming Protocol below: (Student Name)-(Assignment Name)
   EXAMPLE: John-Dwyer-Studio-Final.pdf
4. Place file within the appropriate class folder by Course Name and Term.

Ownership Of Work
Physical copies of student work submitted to the school to satisfy Student Work Archiving requirements – including, but not limited to digital files, papers, drawings, and models – become the property of the College. The College assumes no obligation to safeguard such materials and may, at its discretion, retain them, return them to the student, or discard them.

Notwithstanding whether it retains the physical copies of such student works, the College shall have non-revocable, royalty-free, worldwide right in perpetuity to use, reproduce, display and exhibit works created by students in the course of their studies at the College in publications about the College, on its website, and otherwise, and shall have the sole right to publish or display work in collections which include other College students, without compensation to the student.

The student shall have the right to publish or display the work he/she creates in the course of his/her studies at the College in collections of his/her work only.

Ownership of Intellectual Property

The College and the student will have joint ownership of intellectual property embodies in the works created by the student in the course of his/her studies at the College and except as limited above, each shall have the right to exploit such intellectual property without accounting to, or compensating the other, as a result of the College's applied research projects only.

Exceptions

1. Work related to the evolution, invention, creation, or development of products, assemblies, materials or other related elements as part of required coursework in any studio will be protected through a public copyright. Unless specified by the instructor, the Creative Commons Attribution 4.0 International shall apply. http://creativecommons.org/licenses/by/4.0/
2. Work related to the evolution, invention, creation, or development of products, assemblies, materials or other related elements as part of required coursework in the applied research courses ARCH 4203 and ARCH 5203 will be protected through a publicby the instructor, the Creative Commons Attribution 4.0 International shall apply. http://creativecommons.org/licenses/by/4.0/

I.1.3 SOCIAL EQUITY

HARASSMENT AND DISCRIMINATION

The College strongly embraces its legal obligation to take all reasonably practicable steps to prevent harassment or discrimination on grounds prohibited by Title VII of the Civil Rights Act of 1964. As such, the College is committed to maintaining a learning and working environment free from discrimination, harassment, and violence. Creating a climate of respect and maintaining an environment free of discrimination and harassment is a shared responsibility. Employees and students have an obligation not to cause or participate in harassment or discriminatory behavior.

Every individual within the College is urged to make a deep commitment to the prevention and elimination of discrimination and harassment by taking prompt, positive and constructive action to address issues when they arise.

The College defines harassment as any verbal, written or physical act based on race, ethnicity, gender, national origin, religion, sexual orientation, physical limitations, or lifestyle differences that disrupts or disturbs another person. Harassment may include, but is not limited to:

1. Name-calling, teasing, jokes, rumors, or derogatory remarks
2. Graffiti
3. Notes or cartoons
4. Unwelcomed touching
5. Offensive or graphic posters, pictures, book covers, screen savers, or clothing
6. Words or acts that embarrass, demean, hurt, or cause a person to feel uncomfortable
7. Destruction or effacement of school property including but not limited to artwork and posters promoting college events
8. Any other inappropriate behavior that would be offensive to anyone

Students who experience harassment or discrimination are urged to contact their instructor, supervisor, Program Manager/Department Director, or Admissions/Student Services, or the Provost's Office as promptly as possible after events occur. Prompt action will be taken to resolve the issue. Students who violate the College harassment policies may be subject to reprimand, suspension, expulsion and possible legal action.

EQUAL EMPLOYMENT / EQUAL EDUCATION

Dunwoody College of Technology is committed to the principles of equal employment opportunity and equal educational opportunity. Dunwoody does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, veteran/military status, disability, age, sexual orientation, status with regard to public assistance, membership or activity in a local commission, genetic information, or any other characteristic protected by applicable law. Dunwoody's policy on non-discrimination extends to its admission policies, financial aid programs, employment opportunities and any and all other school-administered programs. The following persons have been designated to handle inquiries regarding Dunwoody's non-discrimination policies:

Carla Pogliano, Ph. D. – Vice Provost for Program Development and Compliance
Dunwoody College of Technology
818 Dunwoody Blvd Minneapolis MN 55403-1192
Office: Silver Level
(612) 381-8236 cpogliano@dunwoody.edu

DIVERSITY
It was through the last will and testament of William Hood Dunwoody that Dunwoody came to exist, including its policy for diversity. Diversity is not a new concept to Dunwoody; rather, it began with the very conception of the school. The Inclusiveness Statement of the College comes directly from the words of our founder: "Provide for all time a place where youth without distinction on account of race, color or religious prejudice may learn the useful trades and crafts, and thereby fit themselves for the better performance of life's duties."

Today, at Dunwoody, inclusiveness is not a program or a movement, but a value and a daily celebration. Dunwoody cherishes the history, culture and accomplishments of everyone regardless of racial or ethnic heritage, gender, disability or sexual orientation. Everyone has a part to play, and all contributions enrich Dunwoody.

DIVERSITY PLAN MISSION
To create and sustain an environment that encourages and nurtures diversity at Dunwoody College of Technology.

DIVERSITY PLAN VISION
To change the population and climate of Dunwoody College of Technology so that it closely reflects the diversity of the Minneapolis/St. Paul urban community in which it is located.

WENDA W. AND CORNELL L. MOORE MULTI-CULTURAL CENTER
The Multi-cultural Center has been created to address both the mission and vision of the diversity plan but most importantly, to increase diversity and provide a physical space for students, staff and faculty to celebrate, embrace and encourage multiculturalism at the College.

The Multi-cultural Center exists to:

- Host weekly Multi-cultural Student Group meetings and discussions
- Be a presence in the multicultural community, promoting awareness of Dunwoody College of Technology reaching Latino, Asian, African, African American and other diverse communities
- Support Admissions staff in identifying and being present at multicultural events in the Twin Cities metropolitan area
- Work closely with Admissions and Student Services staff in welcoming new and prospective students to Dunwoody
- Build collaborations between campus groups to work more effectively at advancing diversity issues
- Recognize and acknowledge diverse cultures through programming, training and special events
- Celebrate multi-cultural holidays through speakers, performers, workshops, field trips and more (Hispanic Heritage Month, American Heritage Month, various new year celebrations, etc.)
- Work closely with local post-secondary institutions to share ideas, strengths and strategies in promoting diversity
- Provide information on opportunities and scholarships
- Individuals will be able to learn about community resources, connect with one another and have a space in which to feel comfortable, obtain support and empowerment

WOMEN'S RESOURCE CENTER
The Women's Resource Center (WRC) is a place and environment for students, staff and faculty to learn, grow and be empowered. The WRC is a vehicle for women to gain access to resources and gain support. The WRC is equipped to provide referrals to community resources, concerns around health and social issues and beyond. Through weekly meetings, periodic workshops and other fun events, women are able to network with one another and gain knowledge. In addition to these activities, the WRC provides a space to study, relax, have group discussions and more. While focused on women, both women and men can benefit from the center.

STUDENT DIVERSITY ORGANIZATIONS
The Dunwoody Chapter of the Gay-Straight Alliance Network
The Multi-Cultural Student Union
Veteran's and Military Student Organization

DIVERSITY IN THE ARCHITECTURE PROGRAM
It is the goal of the Architecture Program to generate a strong and diverse graduating student body capable of expanding the diversity of leaders in the profession of architecture. As such, it is essential for the Program to continuously expand the diversity of both its student body and faculty with strict adherence to the College's Diversity Mission and Vision.

In student body, the program has established multi-year objectives for recruiting and a commitment to underserved student populations with cultural diversity as a central goal. In faculty, the program places diversity as a primary goal by providing students a global perspective through the faculty's direct knowledge and experience in the global community. See annual statistical reports in section I.1.2.

Annual assessment includes reviews of statistical data for student and faculty populations by the Program Manager, Dean, and other full time faculty. Success is measured comparatively against the most recent available information from various data sources including those in section 4.4.

I.1.4 DEFINING PERSPECTIVES

COLLABORATION AND LEADERSHIP

COLLABORATION AND THE CLIENT
The program's studio-centric curricular structure is conceived to allow students to learn about and engage in collaboration with other disciplines and clients. A majority of studios exist in the context of a real world project as proposed by the faculty member instructing that studio. In these proposed studios, it is a requirement of the program that the instructor have an intimate knowledge of the client, delivery method, and contractual relationships of the project, as well as its design. This fosters opportunities for students to engage in projects in a studio setting with a collaborative client perspective.

Each studio also possesses at least one collaborative phase while certain studios, such as the Interdisciplinary Studio, depend on student-student collaboration. Opportunities for multidisciplinary collaboration occur in specific design-build studios. In addition to the studios, other coursework engages students in the many roles, players, and collaborative structures within project management, varying project delivery methods, and business management strategies.

COLLABORATION AND THE COLLEGE
The program also sees collaboration as integral to architectural scholarship and critical to embracing the changes in building and design technologies. The program intends to take advantage any opportunities to collaborate between teacher and student within the program, as well as between other disciplines and programs within the College, the local profession, and the local community. The curriculum will maintain interdisciplinary course work with the related fields of construction management and interior design, among others.

ACADEMIC AND PROFESSIONAL LEADERSHIP
The Program views leadership as a critical quality for anyone engaging in the practice of architecture. As the program places professional practice as a core value, the development of leadership skills is central to the curriculum and learning environment. It is the intent of the program to maintain this leadership development with continuity, throughout an individual's professional career. To foster this, the Program continues to develop faculty who are leaders in their area of practice and/or in the profession as a whole. Further, the Program Advisory Committee involves students in the governance of the program while maintaining a strong tie to alumni of the program. In this way, the program reinforces the College's continuity of leadership traditions by creating strong ties between students, faculty and alumni.

The program also provides membership for all students into student led organizations including the current College chapters of the American Institute of Architectural Students and the Construction Specification Institute Student Chapter. One full-time faculty member participates in these organizations in a resourceful and advisory role.

ETHICAL IMPLICATIONS
The program sees leadership as the core of professional practice and ethics as the core of leadership. To instill an ethical base at the onset of academic life, professional ethics is introduced to students through a Freshman Seminar during their first semester. This is reinforced in numerous courses including Construction Documents, Project Management, Business Management, and Professional Practice. It is also a critical component of the Studio Culture Policy developed by the established chapter of AIAS.

In addition, studio projects, by virtue of their real world circumstances, will allow students the ability to engage these dilemmas and propose design solutions to the various ethical implications. The intent is to provide students with the ability to understand, within the studio environment, the complexities and multiple circumstances in which the client relates to the public and the role the architect plays in both.

DESIGN

INTEGRATIVE DESIGN
With technological skill as the foundation of the curriculum, integrative design and decision making occurs throughout all five years of the program at varying levels of complexity and ability.

While studios 9 and 10 are intended to be a culmination of a student's education and, therefore, should most clearly exhibit integrative design and decision making, these outcomes are not necessarily or exclusively exhibited in these studios. Instead, integrative design is introduced in the 2nd year of the curriculum and practiced throughout the studio sequence. The following are studios which hold integrative thinking as a particular focus. Studio 3 focuses on the integration of site, building systems, life safety, accessibility, and technical documentation within a given design process. Studio 5 explores the relationship between site, program, client and environmental stewardship through the development of a public building for the Steger Wilderness Center. Studio 7 operates within an interdisciplinary team to discover the stakeholder roles and how they impact all aspects of integrative design and decision making.

Studio 9 + 10 are student-driven and have the option of being a yearlong project or two separate projects at varying levels of complexity or type. These studios are intended to be the culmination of the program's curriculum and must integrate multiple aspects of design and building technologies.

Concurrent with all studios, supporting coursework in the form of lectures and seminars further support the integrative thinking necessary to succeed in the studios. Sequences of building systems and building information courses flow through the associates degree while representation, history, theory and applied research courses parallel the bachelor's completion degree studios.

MAKING
As a hands-on institution, the Program maintains a strong culture of drawing, hand crafting, digital fabrication, manual construction, and interdisciplinary making as a means of generative and evaluative inquiry and conjecture. Students have regular access to a materials library and testing lab along with various tools and design technologies for analog and digital fabrication of prototypes, mock ups, products, or representational artifacts. This culture exists in various design-build opportunities across all professional coursework.

TECHNOLOGICAL AGILITY
To be a participant in the changes within design and building technologies, a commitment to technological experimentation, questioning, and discovery is critical. In this way, the Program sees technology as a cognitive process involving research and technical agility as co-existent in the design process. This forms the constant development of an individual's ability to think critically, evaluate complex information, and synthesize data to make decisions.

Courses in the third, fourth, and fifth years focus on developing a student's integral relationship with design and building technologies in order to see its implications and begin making design decisions derived from those implications. In particular, the Interdisciplinary Studio, and the Comprehensive Studios will require students to synthesize these curiosities, make decisions, test ideas, and present solutions.

APPLIED RESEARCH
The program also maintains an attitude toward research that welcomes speculation alongside immediate application to design projects. In its history and theory sequence, case studies are frequently used as a means toward precedent analysis of studio work. Dedicated courses in applied research and comprehensive studios reinforce these integrated skills within self-guided frameworks.

PROFESSIONAL OPPORTUNITY

PROFESSIONAL INTEGRATION
The program integrates students into the profession through its involvement the AIA and established relationships with potential employers. Faculty and students regularly volunteer and participate in various committees at AIA-MN including the Architecture In Schools Committee and the Committee on Design. Students are presented with opportunities to volunteer for AIA-MN hosted events including the Star Tribune Home of the Month event, the Homes by Architects Tour, the AIA-MN Convention, and the Search for Shelter Design Charrette. Each allows students the ability to interact directly with leaders in the local profession.

Faculty are expected to maintain a strong relationship with potential employers and present students with resources for finding potential employment within the profession. The Program Advisory Committee assists in presenting internship opportunities for students both during their academic life and after graduation.

PROFESSIONAL GROWTH AND DEVELOPMENT
The program intends to continue strengthening its relationship to the vibrant local chapter of the American Institute of Architects as well as the Construction Specifications Institute. Existing student chapters are promoted and supported by the faculty, staff and College. Active participation in AIA-MN committees, participation in the AIA-MN convention, and volunteerism in professional and industry events continue to be encouraged.

Also central to professional growth is exposure to related professions. As at the AIA-MN Convention, multiple career fairs are held on campus, including a Construction Sciences Fair in the Spring semester of each year, students interact with several design and construction related professionals through a career expo, lectures, and in-class events.

TRANSITION TO INTERNSHIP AND LICENSURE
A core value of the program is to position students to succeed in the profession after graduation. To do so, it is a primary objective of the program to give students every opportunity to effectively and efficiently transition from academia to licensure.

At the onset of their education, in the Freshman Seminar, students are introduced to the Architecture Experience Program given the instruction to initiate an NCARB record. Students are also educated on the role of NCARB, NAAB, and the intern development program in the context of the profession, art, and discipline of architecture. At the outcome, students obtain a clear path for licensure. Throughout their academic career in the program, students are frequently guided by full time faculty down this path including assistance in developing a portfolio and resume, internship placement opportunities, assistance in NCARB council record paperwork, and maintenance of accurate IDP documentation.

LIFELONG LEARNING
As a program which places professional practice as a core value, the role of continuing education in the successful practice of architecture is emphasized as much as the path to licensure. This is integrated into applicable curricula and reinforced by faculty participation in continuing education classes. Faculty and students are expected to participate, attend or lead professionally recognized events or conventions. The Program also hosts or co-hosts continuing education events with the University of Minnesota and AIA Minnesota.

STEWARDSHIP AND THE ENVIRONMENT

It is the intention of the program to create a generation of young architects capable of advancing building technology toward the betterment of humanity. Central to this endeavor is preservation and restoration of a healthy global ecosystem. The program maintains a strong belief that the environment cannot be restored in isolation of economic and social benefit. So while building performance is a critical measure of success in project, the criteria by which the performance is measured ranges from the subjective, immeasurable and human to the objective, measurable and scientific.

PRACTICE IN THE GLOBAL ECONOMY
The program's desire to explore design and building technologies with rigor and competency will require global reach, demanding faculty and students to engage in global economic circumstance. It is the intention of the program to continue developing partnerships with international architecture programs with common commitments to the exploration of design and building technologies. These partnerships will formalize in various curricular opportunities as well as a study abroad program. These efforts will be developed with the intention of ushering a student's journey toward effectively practicing in a global economic circumstance. The synthesis of this development is expected to be expressed the eighth semester studio entitled Ecology and Economics. Faculty proposals for studio projects will also be favored that are international, real world projects.

SOCIAL AND ECOLOGICAL CITIZENS
A key ideal of the program is the belief in the capacity of building technology to transform the relationship between humanity and the environment it exists within. The ways in which we live and build have a profound impact on the resources of the world and the rate of human consumption.

At its core, the Architecture Program at Dunwoody embraces a changing world and seeks to create a generation of architects capable of harnessing technological change to advance the art, discipline and practice of architecture. As technology changes ever more rapidly, so does the technological divide; the gap between those with access to it and without. In environmental and social perspectives, technology will continue to radically transform. In this way, the Program views design as the ability to harness technology for the betterment of all, to use technology as a means to forward the public good. It is the hope of the Program that this shapes graduates with an ability to harness technology for public good, to lead clients, to serve the underserved, to heal the environment, and to reshape the profession.

As such, the program intends to approach stewardship of the environment with the same agility as technology and design itself: as a curious, constant, and creative pursuit. This distinction between design and technology allows an education that focuses not on the creation of technology itself, or an obsession with it, but on discovering the design implications latent in existing technologies. This approach, coupled with a global perspective, affords the possibility of discovering new architectures capable of transforming and improving the public realm.

In the curriculum, this manifests across several courses including environmental systems, the economics of practice, and the economics of building. Most notably, is studio 5. As the first studio in the bachelor's completion, the studio is a direct collaboration with the Steger Wilderness Foundation. Working directly with Will Steger, a climate change activist and arctic explorer, students are immersed in a design and build process centered on environmental stewardship. The partnership with the Foundation, now formalized with the Program, intends to continue indefinitely as buildings and sustainable systems continue to evolve on the site.

COMMUNITY AND SOCIAL RESPONSIBILITY

PUBLIC INTEREST DESIGN
Rooted in a belief that a new generation of young, licensed architects can transform the profession, the program also places great value in expanding the role of practice into community and social responsibility. In particular, the Public Interest Design Lab, a community design center housed on the Dunwoody campus, will be formalized by Fall of 2017 and guided by the following, evolving manifesto:

The PID Lab at Dunwoody College is dedicated to…

1. establishing partnerships for a community design center capable of providing architecture and construction management services to local communities in need.
2. creating curricular integration of project based, hands on community service learning in all academic programs.
3. designing, consulting, documenting, maintaining, building, fabricating, and manufacturing works that address the persistent challenges facing our most vulnerable communities and ecosystems.
4. providing employment opportunities for recent graduates that capitalize on forthcoming Design Services Act and other programs which qualify for student debt relief.

5. creating the leaders of tomorrow as agents of social equity.
6. establishing inclusive design practices for all professions and industries to address the growing needs of underserved communities worldwide.
7. creating stronger professions and industries through social equity.
8. shrinking the information gap in the developing world.
9. strengthening the ties between academic institutions, professions, industries and the public.

From these, four tenets of Public Interest Design have emerged: Community Service, Design for Social Equity, Global Perspective, and Civic Engagement.

COMMUNITY SERVICE
The faculty and students will maintain an active involvement in a local and global design community committed to making the world a better place and to serving the underserved. Adjunct professors are expected to bring their direct experience in the community to the students and provide students with the opportunities to collaborate and engage in activities off campus. The faculty, staff and students will also maintain an active presence in the American Institute of Architects. Full time faculty will be required to maintain a membership and will be strongly encouraged to volunteer and actively participate in committees and events. Students will be encouraged to participate in the program's already established AIAS chapter as well as the Construction Specifications Institute's chapter.

The Public Interest Design Lab also engages in the community at large by developing partnerships with local arts institutions and neighborhood community organizations. To date, the PID Lab has initiated partnerships and completed projects with the Steger Wilderness Center, the Minnesota Chapter of the Independent Filmmaker Project, Veteran's Journey Home, and Frogtown Farm. In addition, the PID Lab is currently collaborating with the University of Minnesota Department of Architecture design and build small scale structures for the local homeless community, and to develop a joint lecture series focused on design in the public interest.

Future opportunities are being explored with the neighboring Walker Art Center as well as a number of organizations serving North Minneapolis including Project for Pride in Living and the Greater Minnesota Housing Fund. It is the objective of these partnerships to result in projects within the curriculum as well as extra-curricular activities.

DESIGN FOR SOCIAL EQUITY
Given the strong technological focus of the program, a critical balancing focus of the program is design for humanity. Studio projects, as proposed by faculty, are weighed based on the diverse backgrounds, programmatic needs, geographies, and cultural circumstances of the client and the project. This will continue to be a function of the Public Interest Design Lab to maintain a strong diversity of cultural, physical, environmental and economic circumstances for students to engage.

GLOBAL PERSPECTIVE
In the same spirit of balancing technology with humanity, a global perspective, both of global technologies and the impacts on varying cultures, is essential. The Program provides students with a diverse faculty, study abroad opportunities, a global perspective within the curriculum, and opportunities for direct collaboration with diverse cultures.

The program also provides students with the opportunity to study within an institution in another country for a portion of a semester and/or collaborate directly with a diverse culture within the local community. In addition, a global perspective is incorporated into the curricula of architectural history and theory as well as in various Arts and Sciences courses. Building systems courses, while emphasizing on current and local technologies, also provide a global context. Design histories, cultures, and building customs are also be given priority for proposals by faculty for studio projects and elective seminars.

CIVIC ENGAGEMENT
The program strives to instill in students the calling of civic duty in two dimensions. First, in curriculum, coursework affords students the opportunity to puruse architectural scenarios that express the role of architecture and directly engage the civic realm. Most notably is Studio 4 which is the culmination of the associate's degree program. The studio collaborates directly with Veteran's Journey Home, a non-profit housing development organization led by Blake Huffman, the Ramsey County District 1 Commissioner. The projects require civic engagement at multiple levels including city planning, veteran's affairs, funding streams, and the socio-political fabrics that design must respond to.

Students are also given multiple opportunities for governance. Every student is given membership into AIAS by the program. The chapter, now in its fifth year, has evolved to encompass over a dozen governance roles and opportunities for students. While assigned a faculty advisory, the Dunwoody chapter of AIAS is almost entirely self-governed by the students. At the Program level, students are also invited to participate directly on the Curriculum Committee and Program Advisory Committee.

THE ROLE OF THE FIVE PERSPECTIVES IN LONG-RANGE PLANNING

The program uses its responses to the five perspectives and the matrix which cross references the program outcomes with the five perspectives, as a central organizing document for conducting long range planning. This matrix also guides the development of extra-curricular activities which are evaluated based on the extent to which they support the perspectives.

Founding Principles and the Defining Perspectives	Collaboration + Leadership	Design	Professional Opportunity	Environmental Stewardship	Community and Social Responsibility
Design: to harness the capacity of established and emerging design and building technologies and generate a capacity for architectural discovery.		x		x	x
Technology: to embrace and participate in the massive changes in design and building technologies.		x		x	
The Profession: to create a generation of architects, with a global perspective, ideally poised to become leaders in the architecture profession.	x		x		x
Communication: to explore vast architectural modes of representation, documentation and presentation.	x	x	x		x

SUMMARY OF CURRENT AND DEVELOPING EXTRA-CURRICULAR ACTIVITIES SUPPORTING THE FIVE PERSPECTIVES

1. Lecture Series – In Development with AIA Minnesota and the University of Minnesota Department of Architecture
2. AIAS Dunwoody Chapter - Established
3. CSI Student Chapter - Established
4. AIA Minnesota Convention Committee – Faculty Representation – Stephen Knowles
5. AIA Minnesota Committee on Design – Faculty Representation – John Dwyer
6. NAHB, SkillsUSA, and AIAS Design Competition Events - Established
7. AIA Minnesota Search for Shelter Design Charrette, Homes by Architects, and Convention – Student and Faculty Participation
8. The Public Interest Design Lab at Dunwoody College – In Development, Established in 2017
9. Process – Annual Fundraiser and Community Outreach Established in 2016

I.1.5 LONG-RANGE PLANNING

PROCESS OF IDENTIFYING OBJECTIVES FOR CONTINUOUS IMPROVEMENT

As a program that embraces change, a continuous development and review of the long range planning objectives is essential, The Program Advisory Committee includes Long Range Planning as an agenda item for each quarterly meeting and annually assigns a committee member to lead it. The goal of the Program's planning process is to continuously reinforce the alignment of the Program's founding principles with its own outcomes. The Program initiated its long range planning process in the fall of 2014 which resulted in the identification of one, three, and five year plans for acquiring resources, developing curriculum, recruiting, and establishing collaborative relationships. The following represents updates to those original plans to reflect the next one, three and five years.

INFORMATION RESOURCES

2017

Expand current holdings and secure access to the EBSCO Art and Architecture Full Text Search. Use of the index will be integrated into the curriculum of Freshman Seminar and implemented in all courses. At the conclusion of the 2016-2017 academic year, the index will be used to prioritize future expansion of the library's periodicals. Initially, the following periodicals will be added.

2019

Establish a materials and archive library to be shared with all other programs in the Construction Sciences and Building Technologies Department. The library will include physical and digital access to materials, building plans and models, and the student work archive. The library will likely be organized as follows:

1. Materials Library
    a. Material Connexion – Physical acquisition of 2,000 samples and online access to full collection
    b. Materials Monthly – Ongoing additions by annual subscription
    c. Architecture – building material and product binders
    d. Interiors – interior material and product binders

    e. As Collected - mock ups, test materials, and building assembly samples
2. Materials Periodicals
    a. Materials Monthly
    b. Materials Today
3. Archive
    a. Plans - construction document sets and physical/digital models
    b. Student Work - as presented to NAAB visiting teams and in exhibitions
4. Reserve – of all required textbooks and reference books

2021

Expand the CSBT library and central library with the following benchmarks:

1. Materials Library
    a. Material Connexion – expand physical samples to full collection and allow access to the local profession by subscription.
    b. Materials Monthly – continue subscription and expand to 1,000 physical samples
    c. CSI –acquire and annually update 2,000 standard material and product binders
    d. Collection - acquire and annually update 500 mock ups, test materials, and building assembly samples
2. Central Library
    a. Periodicals - acquire and annually update 50 journals, magazines or other periodicals
    b. Monographs – 1,000 volumes
    c. Text + Reference Books – 100% of the Program Bibliography: See Architecture Program Bibliography
3. Archive Library
    a. Plans – digitized current collection and expansion to 2,000 plan sets and models
    b. Student Work – digitized, and updated by semester
4. Reserve – updated by semester, old editions and unused items to archive

HUMAN RESOURCES

	2017	2019	2021
Full Time Faculty	4	5	6
Adjunct Faculty	7	10	13
Administrative Staff	1	2	2
AAS Degree Students	71	78	80
B.Arch Degree Students	32	58	60

2017
Faculty: 4 Full Time, 7 Adjunct
Add one new full time faculty member by Fall 2016 to help form and lead the design curriculum and establish study abroad programs. Initiate the search for two additional adjunct faculty member for the Spring 2017 semester. This search will focus on candidates that are active in the profession and qualified to teach architectural history, theory, or fundamental design skills.
Staff: 1 Full Time, 1 Part Time
Initiate the search for one full time program administrator for the Fall of 2017. This position will be responsible for managing internship opportunities, collecting and organizing student work, orienting new faculty, collecting and organizing alumni data, and serving as a departmental point of contact.
Students: 71 AAS, 32 B.Arch
Award AAS degrees to 19 students in the Spring of 2017. Accept 36 incoming students. Retain 35 returning students. Accept 22 students into the bachelor of architecture completion program.

2019
Faculty: 5 Full Time, 10 Adjunct
Add one full time faculty member by Fall of 2019 to form and lead the first year curriculum and assist in establishing the materials library. Add five additional adjunct faculty by the Fall 2019 semester.
Staff: 2 Full Time, 2 Part Time
Add an AASL member librarian to expand and manage the Materials Library along with one part time student worker as the librarian's assistant.
Students: 78 AAS, 58 B.Arch
Award AAS degrees to 28 students in the Spring of 2018 and 2019. Award 6 Bachelor's degrees in Spring of 2018. Accept 40 incoming AAS students. Retain 38 returning sophomores. Accept 24 new students and retain 34 returning into the bachelor of architecture completion program.

2021
Faculty: 6 Full Time, 13 Adjunct
Add one full time faculty member by the Fall of 2018 to manage the AAS degree program and manage lectures, exhibitions and outreach. Add eight adjunct faculty by the Fall of 2021.
Staff: 3 Full Time, 2 Part Time
Add a second program administrator for the AAS degree program. Add an additional part time student worker as assistant to the program administrator.
Students: 80 AAS, 60 B.Arch
Award AAS degrees to 20 students in the Spring of 2021. Accept 40 incoming AAS students. Retain 40 returning students. Accept 24 students and retain 40 returning into the bachelor of architecture completion program.

2017
See Section I.2.3

2019
The program will expand into additional classrooms on the Red Level in coordination with the Interior Design, Graphic Design, and Construction Management programs. Studios will be integrated into a unified studio. This will create a series of classrooms which will transform the current teaching workflow. Whereas lectures and seminars were taught in individual studios, the unified studio will be shared by all students and exist solely to realize all aspects of the Studio Culture Policy. Lectures and seminars will be supported in new classrooms formed by previously held studios.

The program will also establish the Materials Library which will require the relocation of the current Design Library to the central college library space. It will also move and expand the Digital Fabrication Lab to a space more ideal for cross disciplinary collaboration and shared equipment within space currently used by the Graphic Design Program. These will require some expansion in physical size and will require significant modification of the existing spaces.

RED 58, 60, 61, 63, 67 - CLASSROOMS: 5 @ 900-1,100 sf, Each Containing:
1. 24 workstations + Task Chairs
2. 1 Instructor Desk
3. Digital Projector
4. Resource Room: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
5. Overflow Supplies Storage

RED 62-68 – UNIFIED STUDIO: 1 @ 3,000 sf Containing:
1. 100 workstations + Task Chairs
2. 3 Digital Projector
3. 3 60" LED Monitors
4. 2 Making Stations – mini-laser cutter, 3D printer, model making supplies and workspace
5. 1 Kitchenette
6. Resource Storage: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
7. Pinup Space for Informal Review
8. Individual Student Storage
9. Overflow Supplies Storage
10. Pharos Color 11x17 Printer

RED 87 - DIGITAL FABRICATION LAB: 1,500 sf
1. 2 Laser Cutters
2. 1 3D Printer
3. 2 CNC Routers
4. Digital Fabrication Computer Hardware and Software
5. Model Making Tools
6. Photography Lab Equipment
7. Safety Equipment

GREEN 60 - MATERIALS LAB: 1,000 sf

RED 60A - THE RED ROOM - PRIVATE MEETING: 90 sf

RED 56 – THE PUBLIC INTEREST DESIGN LAB: 150 sf
1. 2 Workstations
2. Common Work Table
3. Resource Storage: reference books, documents storage
4. Teleconference equipment

GALLERY HALL: 1210 sf

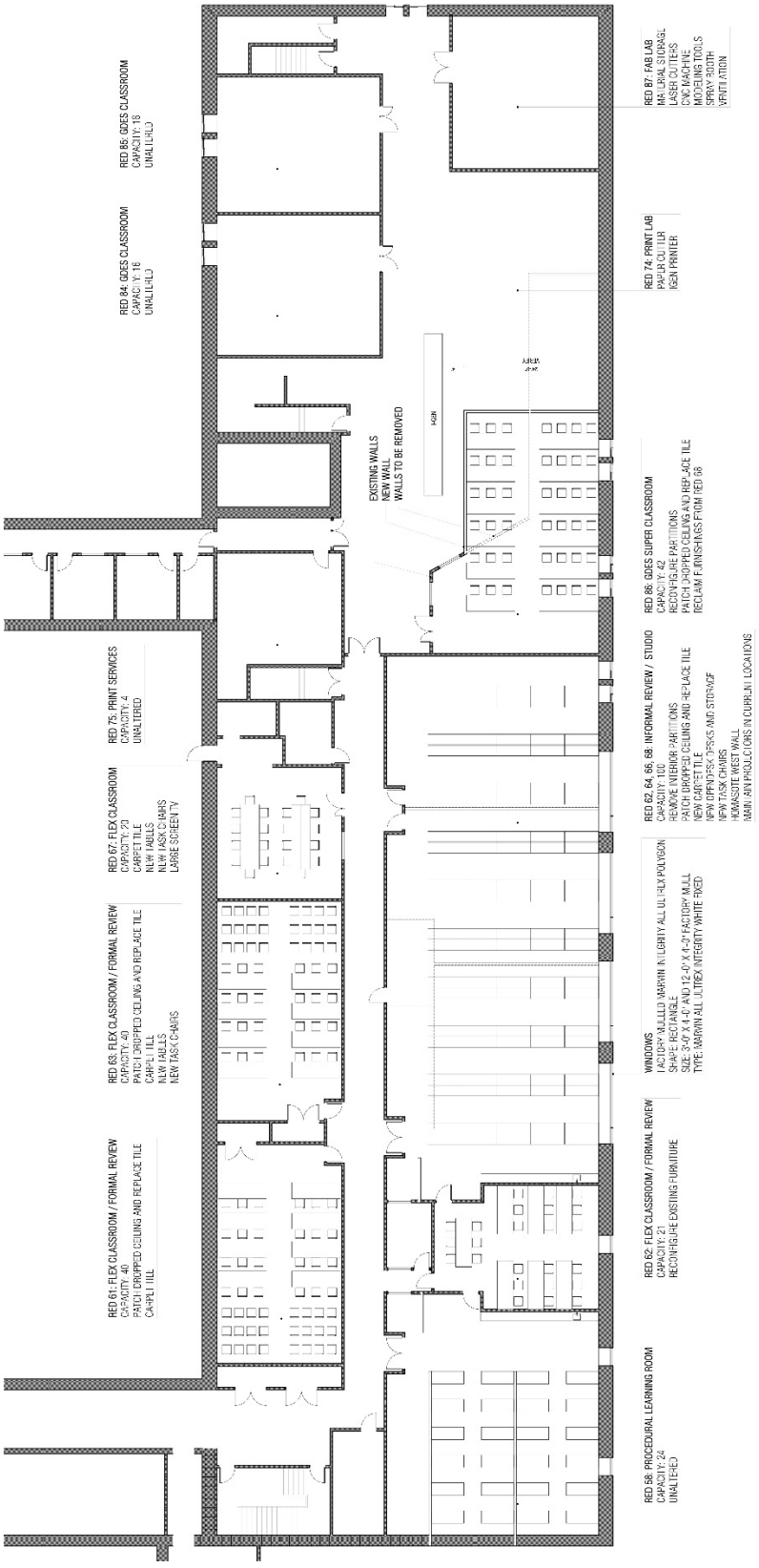
RED 46 – CSBT LIBRARY: 2,500 sf
1. Materials Collections
2. Technical Data and Reference Books
3. Materials and Product Binders
4. Librarian's Office with Reserve Materials

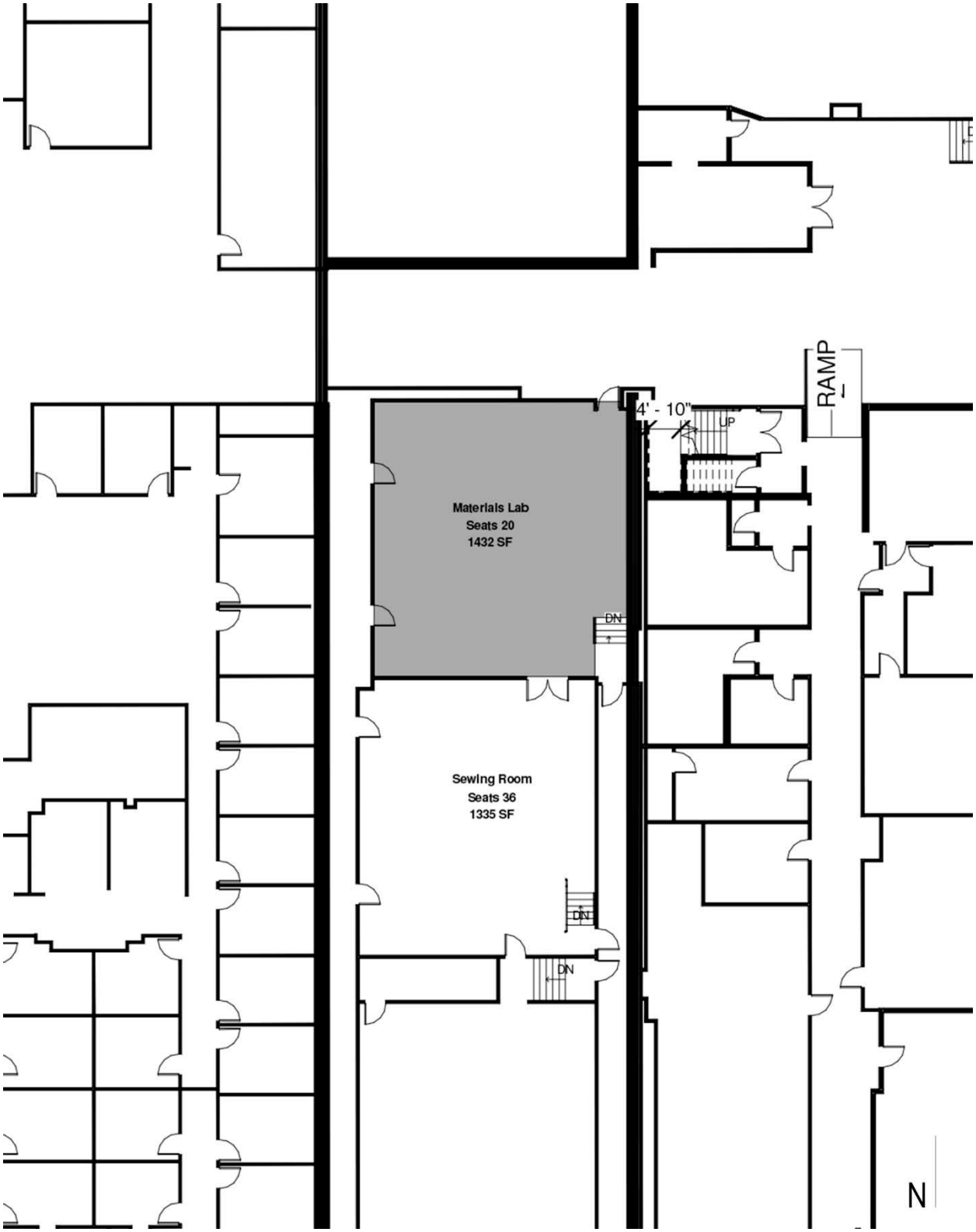
5. Materials Presentation / Exhibit Space

BROWN 87-89: FACULTY OFFICES: 620 sf

1. 6 Full Time Faculty workstations
2. Common Adjunct Faculty Meeting and Working Table
3. Conference Room
4. PHAROS system 8.5x11 and 11x17 color printer
5. Large Format LED Monitor
6. 3D Student Work Storage
7. Pinup Space
8. Individual Faculty Storage
9. Secure Documents Storage

2019 PLAN – MAIN BUILDING – RED LEVEL - NTS




RAMP
4' - 10"
UP
Materials Lab
Seats 20
1432 SF
DN
Sewing Room
Seats 36
1335 SF
DN
DN
N

2021

As part of the Comprehensive Plan initiated by the College, the program will reorganize its physical resources in collaboration with other CSBT programs as part of a significant renovation of the Red Level. Interior Design and Architecture will establish The Studio, an expansion of the unified studio with common space capable of providing individual creative space for each student in both programs. Studio and project based lectures and seminars will be taught from The Studio, while other lecture and seminar courses will be held in shared classrooms.

THE STUDIO: 7,900 sf, Containing:

1. 160 workstations w/ Task Chairs, 80" work surface, and individual secure storage
2. Student Process Pinup Space
3. Juried Review Pinup Space
4. Public Gallery
5. 3 Digital Projector
6. 3 60" LED Monitors
7. 2 Making Stations – mini-laser cutter, 3D printer, model making supplies and workspace
8. 1 Kitchenette
9. Resource Storage: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
10. Pinup Space for Informal Review
11. Individual Student Storage
12. Overflow Supplies Storage
13. Pharos Color 11x17 Printer

RED 42, 44, 48, 52, 61, 63, 67 - CLASSROOMS: 7 @ 900-1,100 sf, Each Containing:

1. 24 workstations + Task Chairs
2. 1 Instructor Desk
3. Digital Projector
4. Resource Room: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
5. Overflow Supplies Storage

RED 87 - DIGITAL FABRICATION LAB: 1,500 sf

1. 2 Laser Cutters
2. 1 3D Printer
3. 2 CNC Routers
4. Digital Fabrication Computer Hardware and Software
5. Model Making Tools
6. Photography Lab Equipment
7. Safety Equipment

GREEN 58-60 - MATERIALS LAB: 2,000 sf

RED 56 – THE PUBLIC INTEREST DESIGN LAB: 150 sf

1. 2 Workstations
2. Common Work Table
3. Resource Storage: reference books, documents storage
4. Teleconference equipment

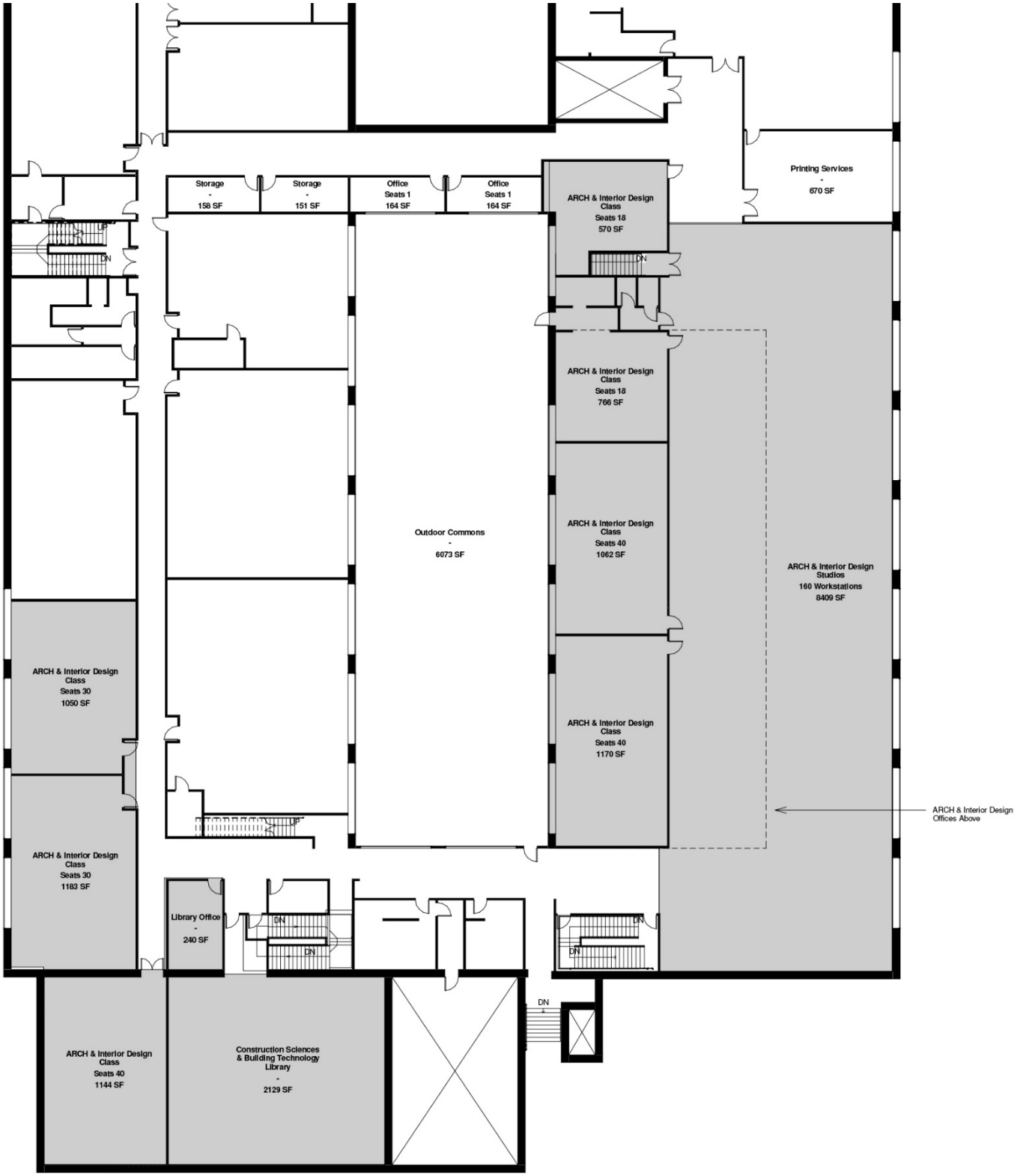
RED 46 – CSBT LIBRARY: 2,500 sf

1. Materials Collections
2. Technical Data and Reference Books
3. Materials and Product Binders
4. Librarian's Office with Reserve Materials
5. Materials Presentation / Exhibit Space

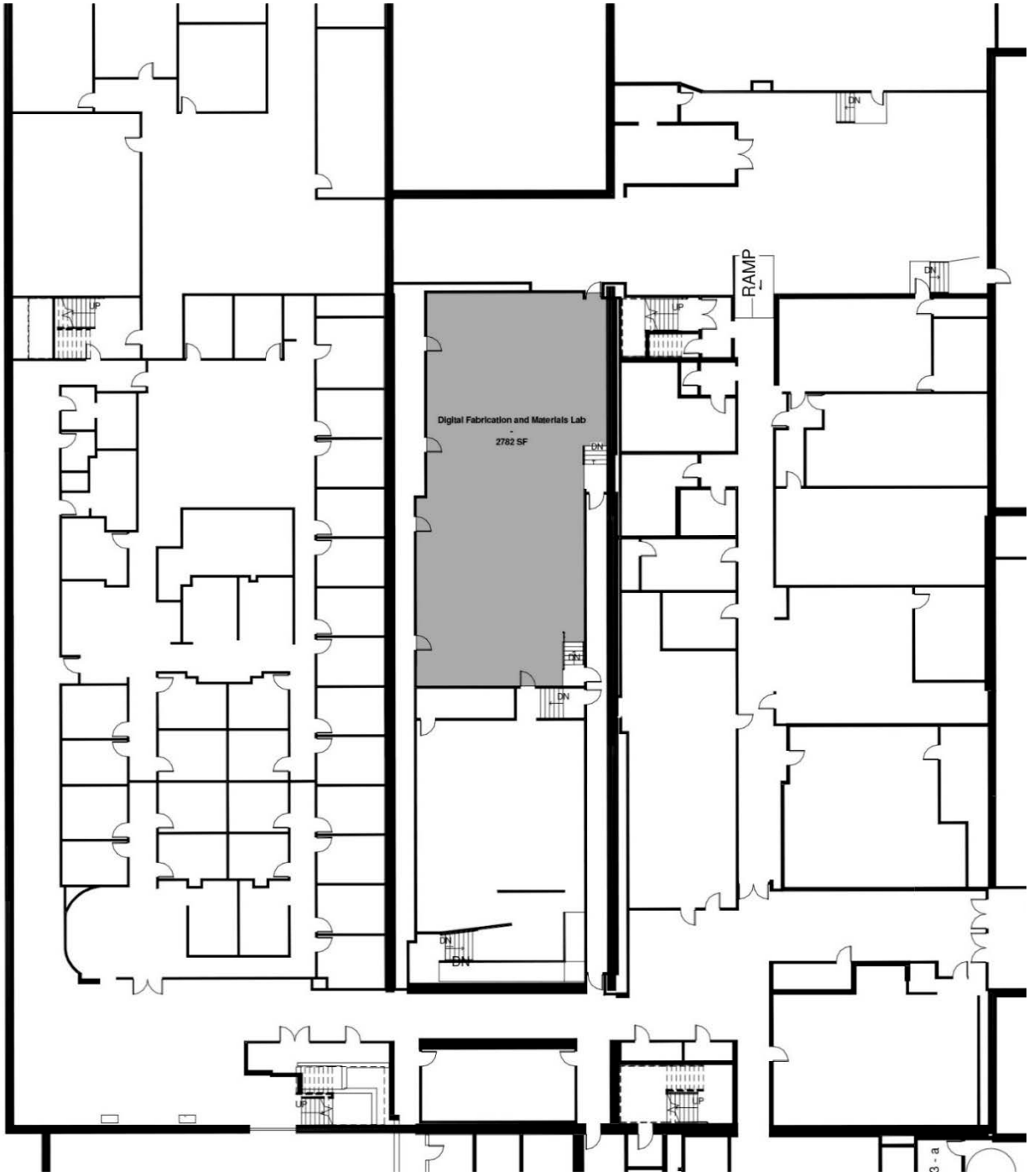
BROWN 50-70: FACULTY OFFICES: 1,520 sf

1. 6 Full Time Faculty workstations
2. Common Adjunct Faculty Meeting and Working Table
3. Conference Room
4. PHAROS system 8.5x11 and 11x17 color printer
5. Large Format LED Monitor
6. 3D Student Work Storage
7. Pinup Space
8. Individual Faculty Storage
9. Secure Documents Storage

2021 PLAN – MAIN BUILDING - RED LEVEL



2021 PLAN – MAIN BUILDING - GREEN LEVEL - 1"=20'



CURRICULUM DEVELOPMENT

2017

Expand the curriculum committee. Expand the SPC chart to include sub-categories and outcomes. Integrate the history, theory, building technology, and select studio curricula with Interior Design, Graphic Design, Engineering Drafting and Design, and Construction Management. Established shared leadership between Architecture and Interior Design programs and create an Interior Architecture program. Develop a curricular opportunities for Interior Architecture students to transfer into year three of the Bachelor of Architecture degree program.

2019

After teaching each course and graduating two cohorts, the program, led by the curriculum advisory committee and internal curriculum quality council, will perform a full evaluation of its pedagogy and curriculum. Success will be measured based on the original intent of the program versus the actual outcome. This internal review will be further informed by the NAAB visit for Initial Accreditation and the corresponding Visiting Team Report. This will integrate accreditation efforts with its bi-annual curriculum review. The full review will consider changes to the curriculum at all scales and/or changes to the curriculum review processes.

RECRUITING AND RETENTION

2017

Pursue recruiting for the first year 3 cohort through the following initiatives:

1. Articulation agreements with regional AAS architectural degree programs including
    a. Minneapolis Community and Technical College
    b. Dakota County Technical College
    c. South Central Technical College
    d. Anoka Technical College
2. Expansion of web presence through social media, expansion of official website, formation and maintenance of program specific news and works website.
    a. www.facebook.com/dunwoodyarchitecture/
    b. www.dunwoody.archi
    c. www.dunwoody.edu/architecture
3. Develop and refine online application and portfolio review processes.
    a. http://www.dunwoody.edu/pdfs/Dunwoody-College-Architecture-Admissions.pdf
    b. http://www.dunwoody.edu/admissions/apply/

Establish external recruiting processes.

1. Expand relationships with high schools with architecture technology curricula.
2. Develop on and off campus events for high school students
3. Present at AIA Minnesota annual Convention
4. Attend AIA National, ACSA, and cCCAP events.
5. Pursue opportunities within underserved schools and communities.

2019

Establish national recruiting processes.

1. Develop articulation agreements with cCCAP member schools.
2. Present projects and papers at ACSA annual meetings.
3. Identify opportunities within underserved schools and communities.
4. Expand faculty recruitment nationally.

INTERNAL AND EXTERNAL COLLABORATIONS

2017

1. Maintain ACSA Membership as a Candidate School.
2. Join the cCCAP.
3. Participate, present and exhibit work at AIA National, ACSA Annual Meetings, and AIA Minnesota Conventions.
4. Expand the Program Advisory Committee.
5. Expand presence at AIAS national events, particularly exhibition and presentation at Forum and Grassroots.
6. Establish travel abroad collaborative program in Cuba with Construction Management.
7. Establish a joint lecture series and joint studio with the University Of Minnesota Department Of Architecture.

2018

1. Establish study abroad collaborative programs in Barcelona and Rome with Interior Design.
2. Offer domestic travel study through the Public Interest Design Lab.
3. Establish design/build programs with local non-profit developers, community organizations, and other institutions through the Public Interest Design Lab.

4. Expand external recruiting through events with high schools including the Architecture in Schools program through AIA Minnesota and the Dunwoody Summer Design Camp.
5. Formalize internship and mentorship programs with area firms including Alliiance, Cuningham Group, HGA, BWBR, LHB, and Perkins + Will

2019

1. Formalize collaborations with neighboring institutions for future travel study including the Rome Program at Iowa State and the Los Angeles Program at South Dakota State.
2. Establish formal collaborations with associative institutions including the Walker Art Center, the Minneapolis Institute of Art, Minneapolis College of Art and Design,

INFORMATION SOURCES USED TO INFORM THE DEVELOPMENT OF OBJECTIVES

Of critical importance to the Program's success is a responsive collection of information on the state of building and design technologies and the profession. The primary source is the Program Advisory Committee. Secondary sources include professional and academic organizations with which the program has close relationship and/or membership. Tertiary sources will be developed as the program evolves.

PROGRAM ADVISORY COMMITTEE

The Program Advisory Committee maintains and shares information with the faculty and staff of the program from various professional and industry related sources. Categories of data sources regularly change, but often include the following:

1. Professional Practice: contract documents, project delivery methods, demographics, business practices, legal and legislative changes, salary information, employment opportunities
2. Design Technologies: industry standard and emerging modes of analog and digital representation, analog and digital design tools, information technology, specifications standards, construction documents standards, other graphic standards
3. Building Technologies: industry standard and emerging building materials, building assemblies, products, manufacturers, material library sources, materials lab equipment resources
4. External Collaborations: high school student populations, curriculum from related institutions, underserved student populations information
5. Financial Resources: available student, faculty and program awards and scholarship opportunities, identification of awards or scholarships to be established, grants and other funding sources
6. Events: professional conventions, professional organization events, off campus lecture series, College events, presentation opportunities
7. Information Resources: student, faculty and program publication opportunities, changes to core periodicals and books, sources for archival plans, journals and books, academic journals, library archive resources
8. Human Resources: available opportunities for student internships; individual practitioners available for IDP, in class, and/or professional mentorship, faculty and staff development opportunities, visiting, exchange, or guest faculty opportunities, guest lecturer opportunities, available jurors for studios

MEMBER ORGANIZATIONS

The Program intends to maintain its membership in CSI, ACSA, and ACADIA, as well as individual AIA memberships for full time faculty. These four organizations serve as data sources. Faculty are given resources by the Program to expand participation in all organizations, particularly events including the AIA Minnesota and National Convention and the ACSA Annual Meeting and Administrator's Conference. The intent of this investment is to toward gathering information from peer institutions as well as data from the organizations themselves.

ADJUNCT FACULTY

The Program intends to maintain an adjunct faculty capable of providing data to the Program in the same capacities and the Program Advisory Committee.

THE ROLE OF LONG-RANGE PLANNING IN OTHER PROGRAMMATIC AND INSTITUTIONAL INITIATIVES

It is the intent of the program to coordinate its long range planning with the long range planning of the College. Currently, the Program is an active participant in the three phases of the College's Destination 2020 plan.

1. 2012-2014: Surviving (Concluded): The College has emerged from a phase of negative growth and survived through careful financial oversight and planning. The 2013-2014 fiscal year was the College's best year in over two decades, marking a shift in focus toward the next phase.
2. 2014-2018: Investing and Growing (In-Process): In June of 2014, the College initiated a strategic planning process with the consulting company Credo. In October of 2014, the College has initiated a $50 Million capital campaign to address the most pressing issues that emerge from the strategic planning process. Physical and information resources relative to the Architecture Program have been identified as high priority items within the capital campaign.
3. 2018-2020: Emerging as a Polytechnic: By nature of its degree and its focus on applied research, the Architecture Program is a critical component of the College's vision to emerge as Minnesota's first polytechnic institute. This is the central goal of Destination 2020.

Additional collaborations between the Program and College include bi-annual meetings with the Program Manager, President, Provost and Chief Financial Officer to review and assess the Program's progress relative to the College's strategic plan. For resource planning, the Program Manager meets each semester with the Office of Institutional Advancement to strategize the Program's plans within the College's active capital campaigns. For other aspects, the Program adheres to the College's most recent Academic Quality Improvement Program Portfolio: http://www.dunwoody.edu/pdfs/Dunwoody-College-Systems-Portfolio-November-2012.pdf

I.1.6A PROGRAM SELF ASSESSMENT

MISSION, LONG RANGE PLAN, AND THE FIVE PERSPECTIVES

The Program evaluates its mission, vision, response to the five perspectives, and long range plan as part of its annual self assessment. Long range planning initiated in the summer of 2014 which resulted in the creation of multi-year objectives outlined in Section I.1.5.

PROGRAM ADVISORY COMMITTEE
The Program works collaboratively with the College and the Program Advisory Committee to perform self-assessment. Through its evolution, the exploratory committee for the Bachelor of Architecture degree has evolved into the Program Advisory Committee.

In the Spring of 2014, several members of the local architecture and building community were approached as potential additional members of the Program Advisory Committee. In the Summer of 2014, 16 new members and 14 existing members combined to reformulate the committee and define its objectives and tasks. The first order of business was the nomination of Dale Mulfinger, FAIA as chair of the committee, followed by an ongoing development of committee members. Currently, the committee is comprised of the following 25 professional leaders.

1. Dale Mulfinger, FAIA, SALA Architects, Committee Chair
2. John Dwyer, Architect, Acting Program Manager
3. Eric West, Project Architect, BWBR
4. Toby Rapson, Ralph Rapson Architects
5. Gabriel Keller, Partner, Petersson \ Keller Architects
6. Molly Reichert, Owner, Futures North
7. John Comazzi, Director of Undergraduate Studies, University of Minnesota – Architecture
8. Grif Griffen, Owner, Empire House Glass
9. Tom Hysell, Principal, Alliiance Architects
10. James Howarth, Architect, Perkins + Will
11. Mary Margaret Zindren, Executive Director, AIA Minnesota
12. Bridget Reynolds, Dean, Construction Sciences
13. Jon Papke, Architect, Target Corporation
14. Matthew Kreilich, Partner, Snow Kreilich Architects
15. Mike Rodriguez, Director of Architecture, Ryan Companies
16. Wale Falade, Architect, New Studio
17. Mike Christiansen, Professor, North Dakota State University
18. Brian Rex, Head of Architecture, South Dakota State University
19. Bob Ganser, Architect, MSR
20. Heather Coburn, Architect, LHB
21. William Dean, Professor, Alfred State University
22. Patricia Seitz, Professor, Massachusetts College of Art and Design
23. Stephen Knowles, Architect, Faculty Representative
24. Molly Reichert, Full Time Faculty, Founder of Futures North
25. Paul Strother, Architect, Faculty Representative

The committee continues to oversee and guide the development of curricula and expansion of resources for the program. During meetings, studio reviews, and informally on an ongoing basis, the PAC gathers views from faculty, students, graduates and professionals in the following categories.

1. Resources – Establish and Maintain Opportunities for Financial, Physical, and Information Resources
2. Curriculum - Review, Recommend, and Represent on Curriculum Committee
3. Mentorship – Establish and Maintain the Mentoring Program
4. Internship – Establish and Maintain Student Internship Opportunities
5. Accreditation – Provide Support for Accreditation Efforts and Visits
6. Awards + Scholarships – Establish student award and scholarship opportunities and resources.

PLAN FOR DEVELOPING AND ASSESSING FACULTY, STUDENT AND STAFF DIVERSITY
The program maintains a close relationship with the office of the registrar to acquire and analyze diversity of enrollment. The Program Advisory Committee assists in identifying faculty diverse in background and in cultural experience.

FACULTY ASSESSMENT PROCEDURES
In addition to the assessment information provided by the curriculum committee, the Program employs the College's system of evaluation for the quality of teaching. This evaluation is executed by the department Dean, College Administration, and Program Manager. Each faculty member also engages in a self-assessment prior to evaluation. The following are topics of the semi-annual faculty evaluation which are rated on a traditional grading scale.

1. Facilitates learning activities.
2. Provides students with a global perspective.
3. Monitors, assesses, and advises on academic progress.
4. Participates in peer faculty review initiatives.
5. Participates in processes for maintaining and upgrading classroom resources.
6. Successfully executes curricula and demonstrates clear accomplishment of course educational outcomes.
7. Provides support and guidance to students and other faculty.
8. Assists in the evaluation, recruitment, and placement of potential students.
9. Participates in curriculum or assessment initiatives.
10. Develops successful and relevant lesson plan materials.

STUDENT ASSESSMENT TOOLS

Students also participate in assessment of faculty and curriculum by two means. The Noel-Levitz Student Satisfaction Inventory allows students to express their satisfaction with the educational experience at the College and within the Program. Second, students are encouraged to complete an End-Of-Course Student Survey for each course. Results of both means are closely evaluated by the Dean, Program Manager, and associative instructor.

ASSESSMENT DATA SHARING WITH THE COLLEGE

Continuous Learning Improvement Committee (CLIC). The assessment program at Dunwoody requires that assessment data be collected and analyzed by each department and program consistent with the departmental programmatic assessment plan. The results and opportunities for improvement for each assessment plan are documented annually by the respective department and program and submitted to CLIC. CLIC members then use a rubric to review the plan and its results. A score, along with stated opportunities to improve the plan, are recorded and returned to the department and program for implementation of corrective action. This process includes the assessment of education delivered in a traditional or online format.

I.1.6B CURRICULAR ASSESSMENT AND DEVELOPMENT

PROGRAM OUTCOMES

The Program intends to organize its self-assessment procedures for student performance around its four Program Outcomes, which correlate to the four founding principles of design, technology, the profession, and communication.

Program Outcomes	Sample Courses	Assessments and Timeline	Benchmarks	Responsibilities
Design: Synthesize design and building technologies into architectural projects. *Realms A + C*	ARCH XXX2 (all)	Annual Portfolio Reviews	>90% competency in 75% of rubrics	Faculty
		Per Studio: Juried Reviews	>80% competency in 75% of rubrics	Faculty, Professional Jury
		Final Semester : Comprehensive Review	>90% Pass Rate	Review committee, faculty, and professional jury
Technology: Illustrate proficient knowledge of design and building technologies. *Realm B*	ARCH XXX3 (all) ARCH XXX4 (all)	Per Course: Mid-term and Final Exams	>90% pass rate	Faculty
		Per Course: Written Reports	>75% competency in 75% of rubrics	Faculty
		Per Course: Experiment Outcome Reports	>75% competency in 75% of rubrics	Faculty
		Post Graduate: ARE Exams	>75% pass rate in BD/CS, SS, BS Divisions	Program Manager, Dean
The Profession: Illustrate a capacity to become leaders in the architecture profession. *Realm D*	ARCH 1101 ARCH 2103 ARCH 2105 ARCH 5101 ARCH 5103	Per Course: Business and Professional Reports	>90% competency in 90% of rubrics	Faculty
		Per Course: Written Reports	>90% competency in 90% of rubrics	Faculty
		Year 1 Post Graduate: professional status	>80% Employed >65% ARE Pass Rate	Program Manager
		Year 4 Post Graduate: professional status	>30% Employed in leadership roles >60% licensed	Program Manager, Program Advisory Committee
Communication: Demonstrate effective architectural representation, documentation and presentation skills. *Realm A + C*	ARCH 1201 ARCH 2101 ARCH 2201 ARCH 3101 ARCH 4203 ARCH XXX2 (all) ARCH 5104	Bi-annual Portfolio Reviews	>80% competency in 90% of topic areas	Faculty
		Per Course: Graphic and Oral Presentations	>75% competency in 75% of rubrics	Faculty
		Per Course: Juried Reviews	>80% competency in 75% of rubrics	Faculty, Professional Jury, Review Committee

CURRICULUM COMMITTEE

The curriculum is assessed biannually by the Program based on the program outcomes, assessment tools, benchmarks, and responsibilities outlined in this section. In 2015, the Program established a Curriculum Committee which is comprised of a member of the Program Advisory Committee, a member of the College administration, a full-time faculty member, an adjunct faculty member, student representatives, and a committee chair.

The primary roles of the committee are to review and approved proposed courses and to provide recommendations for curriculum changes. The committee meets at the beginning of each semester and review proposed courses by all faculty for the following semester. Adherence to outcomes defined by the program, as well as those outcomes intended to be assessed as Student Performance Criteria inform the committee's acceptance, denial or modification of a proposed course. The committee also assesses faculty performance, learning resources, and other curricular needs. This assessment is published along with recommended changes to the curriculum to the Program Manager, Dean and the Program Advisory Committee.

CURRICULUM QUALITY COUNCIL

At the institutional level, each course and program is reviewed for curriculum approval by the Curriculum Quality Council (CQC), an interdisciplinary committee composed primarily of faculty, academic deans and program managers who raise questions and provide recommendations as to the improvement of a course or program. Comprehensive course information is entered into the College's Worldwide Instructional Design System (WIDS) by Faculty for review and approval by the CQC. All questions at the CQC meetings are addressed by the faculty member who developed the course, and recommendations are incorporated into the curriculum. CQC approval of course curriculum is required.

INSTITUTIONAL REQUIREMENTS FOR SELF ASSESSMENT

Also at the institutional level, annual assessment reports are required. See Section 4 for the 2015-2016 Architecture Annual Assessment Report.

SECTION 2 – PROGRESS SINCE THE PREVIOUS VISIT

Since the previous visit in March of 2015, the Program has made the following progress in relative to Long Range Planning, new initiatives, and the previous Visiting Team Report.

II.1 LONG RANGE PLANNING

The program continued long range planning processes which modified and advanced multi-year goals. See Section I.1.5 The following represent progress since March 2015 organized by categories within the Long Range Planning.

HUMAN RESOURCES
The Program transitioned Molly Reichert from adjunct to full time faculty member in the Summer of 2016 to help form and lead the study abroad program and evolve the upper division studio sequence. Three additional adjunct faculty members were added in the areas of history, theory, and building systems. Two additional adjunct faculty are currently being sought for Fall of 2017. As the program continues to value maintaining 1 instructor for every 10 students at a minimum, these additions are proportionate to projected increases in enrollment to approximately 100 total students by Fall of 2017.

Administratively, no staff have been added to the program specifically, but the College has added a Dean of Students and Associate Dean of Students. At the program level, full time faculty teaching loads have been decreased, particularly for the Program Manager, to accommodate additional administrative workload.

INFORMATION RESOURCES
The College established a satellite Design Library adjacent in proximity to studio spaces on the Red Level. The library expanded its services to include virtual reality via the Oculus Rift and HTC Vibe, the Lynda Online Education Community, EBSCO Art and Architecture Full Text Search Database, and the Digital Photography Lab.

The library also expanded its current holdings to include collections donated from members of the Program Advisory Committee, as well as donations from the professional and academic community. These included digital construction documents, Revit models, material samples, archival periodicals, monographs, reference volumes, and personal history/theory collections.

PHYSICAL RESOURCES
The program expanded into two additional classrooms on the Red Level in coordination with the Interior Design, Graphic Design, and Construction Management programs. Red 68 and Red 63 are both dedicated as Architecture Studios. In addition, Red 61, while still a classroom, is now dedicated to the Architecture Program.

The Digital Fabrication Lab, has expanded, and integrated its functions with the digital photography lab and the printing/graphics lab. Its new location in Red 87 is improved in size, quality and capacity for adequate ventilation, material storage and dust control. Tools added to the fabrication lab include small scale woodworking power and hand tools, hand held and table top foam wire cutters, additional bits, pens and drag knives for the CNC router, and upgraded ventilation equipment for the large format laser cutter.

The program also assisted in the renovation of Red 46 to function as the Design Library improvements to the space included additional stacks, and dedicated space for virtual reality environments.

FINANCIAL RESOURCES
Since the last visit, the program has established multiple scholarship opportunities for students. Process, an annual auction fundraiser, successfully established a restricted fund within the college for study abroad scholarships. Additionally, BWBR, a local architecture and engineering firm, established the BWBR prize as a design merit cash award for Year 4 students.

The Program has also maintained a contribution margin to the college that has surpassed 50% for the past three years. As a result, the program has successfully requested additional funding from the college for classroom improvements. See physical resources above for a detailed description of these improvements.

II.2 NEW INITIATIVES

1. Launch of the updated College website: www.dunwoody.edu/architecture
2. Launch of the new Program website: www.dunwoody.archi
3. Initiation of articulation agreements with four MNSCU schools.
4. Collaboration with Interior Design on the Design Summer Camp.
5. Co-sponsorship of the Public Interest Design Session at the AIA Minnesota Convention.
6. Formalization of partnership with the Will Steger Foundation
7. Formalization of partnership with the Minnesota Independent Filmmaker Project.
8. Formation of the Public Interest Design lab.
9. Establishment of the annual auction fundraiser entitled Process.
10. Representation at the Minnesota Maker Fair
11. Representation on the AIA Minnesota Board of Directors
12. Participation in the AIA Minnesota Comprehensive Task Force.
13. Collaborative development of the joint Dunwoody / University of Minnesota Lecture Series.
14. Formation of College Policies for Study Abroad.
15. Establishment of the Barcelona Study Abroad Program to be offered in Spring 2018.
16. Participation on Skills USA drafting competition.
17. Establishment and participation in the CSBT Career Fair and Lecture Series.
18. Engagement in the Open Desk Collaborative and WikiHouse community.
19. Collaboration with the Mayo Clinic Well Living Lab
20. Collaboration with Veteran's Journey Home

II.3 RESPONSE TO PREVIOUS VISITING TEAM REPORT

CONDITIONS NOT MET – B.2. ACCESSIBILITY

*2015 Team Assessment: This criterion is **Not Met**. While Studio 2102: Studio 3 incorporates some consideration of accessibility, it does not rise to the level of ability required. Accessible toilets are not consistently indicated, nor are curb cuts to sidewalks present in project work. The studio projects exhibited were on flat sites, which did not necessitate ramping, and thus could not be evaluated.*

CONDITIONS NOT MET - B.5. LIFE SAFETY

*2015 Team Assessment: This criterion is **Not Met**. Student work in ARCH 1202: Studio 2 showed diagrams reflecting an understanding of egress issues, but a review of student project work from ARCH 2102: Studio 3 does not convey a consistent ability to apply the principles of accessibility. Student work showed required exit stairs that were depicted as unenclosed, without doors, and exiting internally into the building; long dead-end hallways; and large assembly areas with insufficient distance egress points.*

CONDITIONS NOT MET - B.11. BUILDING SERVICE SYSTEMS

*2015 Team Assessment: This criterion is **Not Met**. The program points to ARCH 2102: Studio 3 as the first point at which building service systems integration is taught. Student project work did not application and performance of plumbing, electrical, and fire protection systems as enumerated in the criterion.*

In response to the three criteria not met, the curriculum and scope of design work for Studios 1202 and 2102 have been restructured to accommodate the Student Performance Criteria in the 2014 Conditions, specifically, B3 Codes and Regulations and B9 Building Service Systems.

ARCH1202 – Studio 2 previously involved modifications to the building envelope of an existing building and modifications to one interior residential unit. The scope did not include any code review and did not necessitate any ability to design for code compliance. Since the visit, the project has shifted from modification of a residential space to a redesign of the main level, two story commercial space. This necessitates a more extensive code review along with design considerations for accessibility and life safety.

ARCH2102 – Studio 3 previously involved the design and documentation of an expansion to an existing civic building. The scope included some code analysis and building services, along with their consideration in design. This, however, was not a primary focus of the studio and, as such, issues of code compliance did not carry over from the previous studio and building service systems were not developed beyond a conceptual understanding. Since the visit, the project has remained the same in focus, but the scope of work and focus has shifted toward maintaining the ability to respond to code compliance and the integration of building service systems into the design.

CAUSES OF CONCERN – FINANCIAL RESOURCES

While Dunwoody has a clear strategic plan for how it wants to continue to transform and grow the college, additional funding is needed to fully realize the strategic plan's goals and objectives. Understanding this, Dunwoody has launched the largest capital campaign in the college's history to coincide with its centennial celebration in fall 2014, but it is an ambitious goal during a slow and uncertain economic period. In addition, Dunwoody is just coming out of a period when the college was operating at a deficit and revenue was heavily dependent on tuition.

The implementation and success of the transitioning of Dunwoody's Associate degree programs to a baccalaureate, as well as other initiatives that are needed to support the program, are tied to fundraising. If the additional revenues raised fall short of the goals, it could have a negative impact on the program.

Since the last visit, the Program has continued to rely heavily on tuition as the means toward financial health. Fortunately, its health has remained strong and the program continues to contribute over 50% of its revenue to the college for reinvestment into the program. This has made advancements in all areas of resources possible with relative ease. Now in its third straight year of financial viability, the Program has initiated larger, long term capital requests to the college for the formation of a new, unified studio and other significant physical and human resource improvements.

The College has made significant progress in its capital campaign, securing a first round of funding and green lighting the first phase of major campus renovations. While these renovations are not specific to Architecture, they involve improvements that will benefit all programs including a new entry, improved central library, and new student commons. While the timeline of the capital campaign has proven to be ambitious and, as a result, moving slower than originally planned, it is nonetheless demonstrating success.

CONDITIONS NOT YET MET

The conditions not yet met, as indicated in the Visiting Team Report, reflect Student Performance Criteria that were associated with coursework that had not yet been offered. Since the previous visit marked the last of the previous Conditions, the Program has shifted many of its Student Performance Criteria for courses relative to the new 2014 Conditions. See Section II.1.1. As the Program has offered additional coursework over the past two years, it is assumed that fewer criteria are Not Yet Met.

SECTION 3 – COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

FACULTY-COURSE MATRIX – PREVIOUS TWO ACADEMIC YEARS

Instructor	Credentials	Academic Year	Courses
John Dwyer Program Manger AIAS Faculty Advisor Architect Licensing Advisor	Licensed Architect – Minnesota Member: AIA, ACSA Owner: John Dwyer Architect Select Awards: 2015 AIA Minnesota Honor Award, 2013 AIA National Young Architect Award Recipient, 2011-2013 AIA Minnesota Home of the Month Awards, 2010 AIAS Emerging Practice Award Select Citations: The New York Times, EcoStructures, Residential Architect, Architect, ArchDaily	2015-2016	ARCH1101 ARCH3102 ARCH1102 ARCH2101 ARCH2201 ARCH2203
		2016-2017	ARCH5102 ARCH1102 ARCH3203 ARCH2101
Stephen Knowles Principal Instructor Curriculum Committee Chair Fab Lab Manager	Licensed Architect – Minnesota, Iowa, Washington, Oregon Member: AIA Partner: POD Select Awards: Select Publications:	2015-2016	ARCH1102 ARCH1104 ARCH2203 ARCH1204 ARCH2201 ARCH3202
		2016-2017	ARCH1103 ARCH2102 ARCH2103 ARCH4103 ARCH4102
Paul Strother Senior Instructor CSI Student Chapter Faculty Advisor	Licensed Architect – Minnesota Member: AIA Owner: Paul Strother Architect Select Awards: Select Publications:	2015-2016	ARCH2102 ARCH2103 ARCH2104 ARCH1201 ARCH1202 ARCH1203
		2016-2017	ARCH1103 ARCH2102 ARCH2103 ARCH1201 ARCH1202 ARCH1203
Molly Reichert Full Time Instructor	Associate Member: AIA Partner: Futures North Select Awards: Select Publications:	2015-2016	ARCH2101 ARCH3101 ARCH2202 ARCH3201
		2016-2017	ARCH3101 ARCH3102 ARCH4203 ARCH3201 ARCH3202 ARCH4203
Mike Rodriguez Adjunct Instructor	Licensed Architect – Minnesota Member: AIA Partner: HDR Select Awards: Select Publications:	2015-2016	
		2016-2017	ARCH4101 ARCH5201

Wale Falade Adjunct Instructor	Licensed Architect – Minnesota Member: AIA Project Architect: New Studio Select Awards: Select Publications:	2015-2016	ARCH2104 ARCH2204
		2016-2017	ARCH2104 ARCH2204
James Howarth Adjunct Instructor	Licensed Architect – Minnesota Member: AIA, CSI Project Architect: Perkins + Will Select Awards: Select Publications:	2015-2016	ARCH3103 ARCH3203
		2016-2017	
Bruce Wright Adjunct Instructor	Licensed Architect – Minnesota Member: AIA Project Architect: Self Employed Select Awards: Select Publications:	2015-2016	
		2016-2017	ARCH1204
Erin Worms Adjunct Instructor	Licensed Architect – Minnesota Member: AIA Project Architect: New Studio Select Awards: Select Publications:	2015-2016	
		2016-2017	ARCH4104
Pablo Villamil Adjunct Instructor	Licensed Architect – Minnesota Member: AIA, CSI Project Architect: Self Employed Select Awards: Select Publications:	2015-2016	ARCH1102 ARCH1103 ARCH1104
		2016-2017	ARCH1102 ARCH1103 ARCH1104

FACULTY RESUMES
See Section 4.2

EEO/AA FOR FACULTY, STAFF, AND STUDENTS
Dunwoody and the proposed program are fully committed to equality and diversity amongst the faculty and student body. As the program proceeds over the next 2 years, it is the intention to greatly diversify both populations with equality in alignment with the College Diversity Policies. The Program will also maintain the standards for equal employment opportunities as established by the College. Dunwoody College of Technology is an equal opportunity employer.

HUMAN RESOURCE DEVELOPMENT
With emerging design technologies and building sciences at the core of the program, faculty currency is critical to the program's success. As a result, the College will continue to offer all faculty up to $5,250 toward education at any other institution or organization to further expose and develop skills. Internally, faculty of the program will be able to freely attend and receive credit for any other degree program within the institution. Additionally, the college provides a required Technical Education Series for all faculty. Expenses for professional development, including professional membership dues and continuing education opportunities, are voluntarily provided to faculty by the College.

FACULTY APPOINTMENT
Faculty are currently appointed by reference and interview, or public announcement and multiple interview process. In both cases, current faculty, program manager, and department Dean have governance over selection of new faculty. The following represent a selection of topics for the evaluation of new faculty to the Program.

1. Level of professional experience in the subject matter to be taught.
2. Capacity to bring a global, diverse, and multi-cultural perspective to the classroom.
3. Level of teaching experience in related subject matters.
4. Willingness and ability to use real world projects, clients, and professional circumstances in the classroom.
5. Level of knowledge and curiosity about industry standard, emerging, and experimental design and building technologies.
6. Capacity to participate in the creation of curriculum, to develop rigorous lesson plans, and to produce high student performance.

After selection, the College has governance over appointment and maintains the following criteria for new faculty:

1. Completion of new faculty orientation
2. Successful completion of the University of Minnesota *Teacher Education Sequence Courses (TES)* or the equivalent courses at University of Wisconsin, Stout, unless the faculty member has a Masters Degree or higher in Education.
    a. WHRE 1301 Introduction to Career & Technical Education Teaching
    b. WHRE 3301 OR WHRE 5301 Foundations of Philosophy & Practice of Career and Technical Education
    c. WHRE 3601 Foundations of Student and Trainee Assessment OR WHRE 5501 Student and Trainee Assessment
    d. WHRE 3629 Foundations of Course Development OR WHRE 5629 Course Development for Business and Industry
    e. WHRE 3661 Foundations of Instructional Methods OR WHRE 5661 Instructional Methods to Business and Industry

FACULTY PROMOTION

Faculty are promoted based on an annual assessment of the criteria listed in section I.1.5. The extent to which a member of the faculty fulfills the assessment criteria, and the associative grade they receive for those responsibilities, determines the level at which faculty are placed. The following is a list of faculty positions in order of hierarchy from lowest to highest, along with their minimum requirements.

1. Adjunct Instructor
    a. Bachelor's or Master's Degree in related field required
    b. 2-3 years of teaching experience preferred
    c. Minimum of 5 years professional work experience in field related to instruction
2. Full Time Instructor
    a. Bachelor's or Master's Degree in related field required
    b. 2-3 years of teaching experience preferred
    c. Licensed Architect
    d. Minimum of 5 years professional work experience in the field of architecture
3. Senior Instructor
    a. Master's Degree in related field required
    b. 2-3 years of teaching experience preferred
    c. Licensed Architect
    d. AIA member
    e. Minimum of 5 years professional work experience in the field of architecture
4. Principal Instructor
    a. Master's Degree in related field required
    b. 3-5 years of teaching experience preferred
    c. Licensed Architect
    d. AIA Member
    e. Minimum of 10 years professional work experience in the field of architecture
5. Program Manager
    a. Master's Degree in related field required
    b. 4-6 years of teaching experience preferred
    c. 2-4 years of academic administration and curriculum development experience
    d. Licensed, Practicing Architect
    e. AIA, ACSA, NCARB Member
    f. Minimum of 10 years professional work experience in the field of architecture

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

The Program supports the creative advancement of Faculty by providing key benefits to aid in the success of their professional practice and/or individual research projects. For adjunct faculty, College resources are made available for private practice including printing, individual laptops with fully licensed software, meeting spaces, and plug-in office space. For full time faculty, in addition to the above, the Program provides AIA memberships and covers expenses related to licensure including continuing education costs and Minnesota state licensure dues.

STUDENT EVALUATION FOR ADMISSIONS

YEAR 1 ADMISSIONS

SUBMISSION REQUIREMENTS

The Dunwoody Bachelor of Architecture Program uses the College's admission criteria and procedures outlined in the Dunwoody College Student Handbook. http://www.dunwoody.edu/pdfs/DunwoodyCollege-Catalog-Student-Handbook-current.pdf and initiated through the following application: https://my.dunwoody.edu/MY/Dunwoody/Documents/Application.pdf

ADMISSIONS CRITERIA

Each application is reviewed in its entirety and all application materials are carefully considered. Admission decisions are, based on the primary and secondary factors listed below. Although the strongest consideration in the decision is given to the primary factors, no single factor is the deciding factor in the decision.

Primary Factors

1. Coursework through high school graduation.
2. Performance in previous college-level coursework (if applicable)
3. Grade point averages
4. High school class rank (if available)
5. ACT, PSAT or SAT scores

Secondary Factors

1. Outstanding talent, achievement, or aptitude in a particular area
2. Contribution to the cultural, gender, age, economic, racial, or geographic diversity of the student body
3. Evidence of having overcome social, economic, or physical barriers to educational achievement
4. First-generation college student
5. Significant responsibility in a family, community, job, or activity

Suggested Admission Standards for standard stream admission

1. High school rank in top 50% percentile
2. High school cumulative gpa of 2.6 or above
3. Transfer gpa 2.8, depending upon coursework
4. ACT composite score 21 or above
5. Evidence of commitment to field
6. Evidence of motivation to complete

[1] To be transferrable, coursework must be completed with an equivalent grade of C or better and must correlate directly with coursework offered within the Program.

[2] General studies must be in the areas of natural science, math, humanities, social sciences, or communications. If less than 20 credits are deemed transferrable, the student may still be accepted, but must fulfill the remaining credit hours in addition to the required courses.

YEAR 3 ADMISSIONS

SUBMISSION REQUIREMENTS

All current and incoming students are required to apply for admission into year 3 of the Bachelor of Architecture degree program with the following submission requirements.

1. Dunwoody College of Technology Application for Admission: http://www.dunwoody.edu/pdfs/Dunwoody-College-Architecture-Admissions.pdf
2. Official College Transcripts
3. Syllabi for coursework related to transfer credits.[1]
4. Related Experience Form: attached
5. Portfolio and Statement of Intent emailed to arch@dunwoody.edu [2]
    a. Statement of Intent: Describe why you wish to be an architect and why you wish to attend Dunwoody.
    b. 15-25 total images each with:
        i. Title
        ii. Date
        iii. Declaration of Authorship
        iv. Design Technologies Employed
        v. Building Technologies Demonstrated
        vi. Narrative (100 words max)

ADMISSIONS CRITERIA

After all required materials have been reviewed by admission for completion, the admissions office and the Architecture Program will review all application materials. Determination of acceptance or denial will be made by admissions upon completion of the review process. Applications will be reviewed and considered using the following criteria.

1. Current Students
    a. Successful receipt of AAS degree in Architectural Drafting and Design from Dunwoody College of Technology
    b. College GPA >3.0
    c. Portfolio Review [2]
2. Incoming Transfer Students
    a. College GPA 3.0 or above
    b. 20 Semester Credits of General Studies [3]
    c. Individual transcript evaluation
    d. Portfolio Review [2]
    e. Interview [4]

[3] The Dunwoody Bachelor of Architecture Program requires that every applicant to the program submit their portfolio using our online system. In circumstances where you are unable to submit a portfolio online, a written request may be submitted to the program via email at arch@dunwoody.edu.

[4] Applicants may be accepted contingent on a personal interview with admissions and faculty of the program.

RECRUITMENT OF UNDER-REPRESENTED STUDENTS

The Architecture Program at Dunwoody recognizes its position as the only Bachelor of Architecture program within 215 miles and the only one in the state of Minnesota. As discovered in recent student demographic data, B.Arch programs, nationwide, have a greater capacity to serve students from lower income backgrounds. http://www.aia.org/aiaucmp/groups/aia/documents/pdf/aiab098444.pdf As such, the Program intends to identify and recruit a potentially underserved student population in our region. We intend to continue fostering relationships with Minnesota public school systems and work with high school guidance counselors to raise awareness about the benefits of an education in architecture, the appropriate qualities of a successful architecture student, and the opportunities for students at Dunwoody.

Further, the program intends to continue fostering relationships with other institutions to recruit underserved students. Within technical and community colleges, relationships with faculty and staff will aid in identifying students graduating from two year associates programs who wish to continue pursuing licensure. At the University level, the Program will continue to foster a relationship with the College of Design at the University of Minnesota to give students from both programs the opportunity to choose an academic setting best fit to their objectives.

The College will support these efforts by continuing to host a series of events. Quarterly Open House events allow students from high schools and other institutions to meet faculty and gain an overview of the program. This is supplemented by two annual events, Industry Days and the Career Expo, which provides an added benefit of allowing potential students to meet current students and potential employers.

Lastly, as this program focuses its attention on harnessing the architectural possibilities of design and building technologies, there is a great potential for the Program to produce new architectures and, as such, a new breed of architects. Therefore, one of the potential long range objectives identified by the Program Advisory Committee is the need to develop new recruitment methods to reach a new breed of architecture student. These methods are as yet undeveloped, but will be developed of the program's development in the coming years.

STUDENT SUPPORT SERVICES

ELFTMANN STUDENT SUCCESS CENTER
The Elftmann Student Success Center (ESSC) offers students the academic support that they need to be successful in college. Students will find numerous academic resources to ensure success while in college.

ANTHONY L. FERRARA CAREER SERVICES CENTER
The Ferrara brothers have given a generous combined gift to the College's "Good to Great" campaign making possible major campus improvements, including the Career Services Center. The Center offers employment assistance to all students and alumni. We strive to bring employment opportunities to students who graduate from all our programs in an effort to help them get off to a strong start in the workforce and the community. Career Services is dedicated to providing lifelong employment assistance to Dunwoody students/alumni at no cost.

STUDENT SERVICES OFFICE
A physical on campus office, and virtual office at my.dunwoody.edu, provides students an academic advisor. The office also provides students with information and resources for childcare, safety and security, transportation, land legal help.

THE ARCHITECTURE PROGRAM
The Program intends to maintain a full time faculty member who will also serve as the academic advisor for students within the Architecture Program. This advisor will assist students on an individual basis regarding issues of academic performance, attendance, special curricular needs, special physical or academic resource needs, and professional guidance.

OFF-CAMPUS ACTIVITIES
The Program intends to expand on the current opportunities for students to participate in field trips and other off-campus activities. In the current Architectural Drafting and Design Program, faculty are encouraged to integrate field trips into curriculum. Recent field trips have included tours of local architecture firms, new and historic cultural institutions, and significant project construction sites. In the curriculum, the Program offers numerous field trips during ARCH 110 – Freshman Seminar. Two other courses, ARCH 2104 – Project Management and ARCH 4203 – Professional Practice, require students to engage a local project architect on all aspects of an individual case study project. In the 7th semester the option of pursuing either a semester abroad or a community design build project is offered. In addition to the Program's efforts, the College offers Industry Days, a two day long off-campus event where students are able to interact with members of the profession in their office or studio settings as well as tour recently completed projects with the professionals in charge.

PROFESSIONAL SOCIETIES
Student chapters of AIAS and CSI are currently active. Opportunities are also implemented in ARCH 1101 – Freshman Seminar for students to participate in AIA Minnesota events. A full-time faculty member serves as advisor and representative for each of these student programs. The College also maintains the Phi Theta Kappa Honor Society. Currently, AIAS and CSI memberships are provided by the Program to all its students. As of the summer of 2014, approximately 70% of enrolled students actively attend at least one of the student group's regular meetings.

SCHOLARSHIPS

The College, the Program Advisory Committee, and the building industry at large, provide and develop opportunities for student scholarships. Currently, the following scholarships are offered to students for application.

1. The Charlie Prize – This scholarships is soley funded by individual members of the Program Advisory Committee in honor of Charlie Radloff, a Dunwoody Principal Instructor and early advocate for the Bachelor of Architecture program who passed away in 2012. The prize is awarded to one student annually who has completed the associates program, been accepted into the bachelors completion program, and has exhibited extraordinary leadership.
2. The BWBR Prize – This cash prize is given to 1-4 students per year based on design merit. Students present final studio projects at BWBR's office in Saint Paul to a panel of BWBR leadership and other outside jurors. A top prize is always selected and, at the discretion of the jury, additional prizes may be offered. This scholarship is specific to a Year 4 studio.
3. The Moll/Betts Student Excellence Award – is an annual scholarship and award given to an individual in one of various programs at Dunwoody recognizing academic excellence.
4. The CSI Scholarship – is an annual scholarship given to a student expressing and exemplifying extraordinary commitment to the values of CSI.
5. The Minnesota Builder's Exchange - To encourage continued industry growth, the Minnesota Builders Exchange Scholarship Fund awards scholarships annually to college and technical school students in construction related fields
6. VAA Scholarship – This scholarship combines a cash prize along with a Summer internship. Emphasis of the scholarship is placed on underserved students, students of color, and women.
7. The Association of Women Contractors Scholarship - The Association of Women Contractors (AWC) is providing academic scholarships for outstanding female students.
8. The Women In Technical Careers Scholarship - Women in Technical Careers is a scholarship program designed to help female students succeed in a technical degree program at Dunwoody College of Technology and launch into a great career.
9. Process Study Abroad Scholarship – This fundraiser auction features architectural works donated by architects, designers, photographers, faculty and students from around the world. Funding supports scholarships for individuals choosing to engage in any of the travel study opportunities the Program offers, including AIAS national events, post-curricular travel study programs, and curricular study abroad programs.

RESEARCH AND CREATIVE ACTIVITIES

Faculty advisors to student organizations also work to identify potential external projects. These may include participation in community outreach projects, participation or volunteer opportunities at AIA Minnesota design Charrettes, or participation in design competitions. Of note, students participated in the Skyway Open, a charitable event sponsored by AIA Minnesota, US Bank, and the Downtown Network in 2015. The event featured golf holes throughout the Minneapolis skyway system design and fabricated by local architecture firms and students.

The Program also intends to continue expanding its resources for research and creative activities for students including the CSBT materials library, the expansion of the Materials Lab into a Materials Research and Testing Lab, and the addition of the Digital Fabrication Lab. All will be made available to students for curricular and extra-curricular use.

I.2.2 PHYSICAL RESOURCES

GENERAL DESCRIPTION

The Program will continue to use its established studios, classrooms and lab spaces and expand them to fit the growth of the program over the first five years as outlined in Section I.1.4. Detailed below are inventories of the Existing Conditions.

RED 58, 62, 63, 66, 68 - STUDIO \ CLASSROOM: 5 @ 1,100 sf, 1 @ 680 sf, 3 Total, Each Containing:

1. 24 workstations + Task Chairs
2. 1 Instructor Desk
3. Digital Projector
4. Resource Room: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
5. Individual Student Storage
6. Overflow Supplies Storage

RED 61 – LECTURE + SEMINAR: 950 sf

1. Teaching Table
2. 34 Task Chairs
3. 18 – 2 Person Tabletop Powered Workstations
4. Resource Storage
5. Projector

RED 67 - DIGITAL FABRICATION LAB: 1,500 sf

1. 2 Laser Cutters
2. 1 3D Printer
3. 2 CNC Routers
4. Digital Fabrication Computer Hardware and Software
5. Model Making Tools
6. Photography Lab Equipment
7. Safety Equipment

THE RED ROOM - PRIVATE MEETING: 90 sf

1. Conference Tables
2. 4 Chairs

RED 64 - PRINT ROOM: 110 sf

1. OCE plotter
2. PHAROS system 11x17 & 8.5x11 color printer
3. Lay By Tables
4. Paper Recycling Center

GREEN 60 - MATERIALS LAB: 2,000 sf

1. Building Materials
2. Hardwood Samples
3. Assemblies and Mock Ups
4. Power and Hand Tools
5. Material strength testing tools
6. Safety equipment

GALLERY HALL: 1210 sf

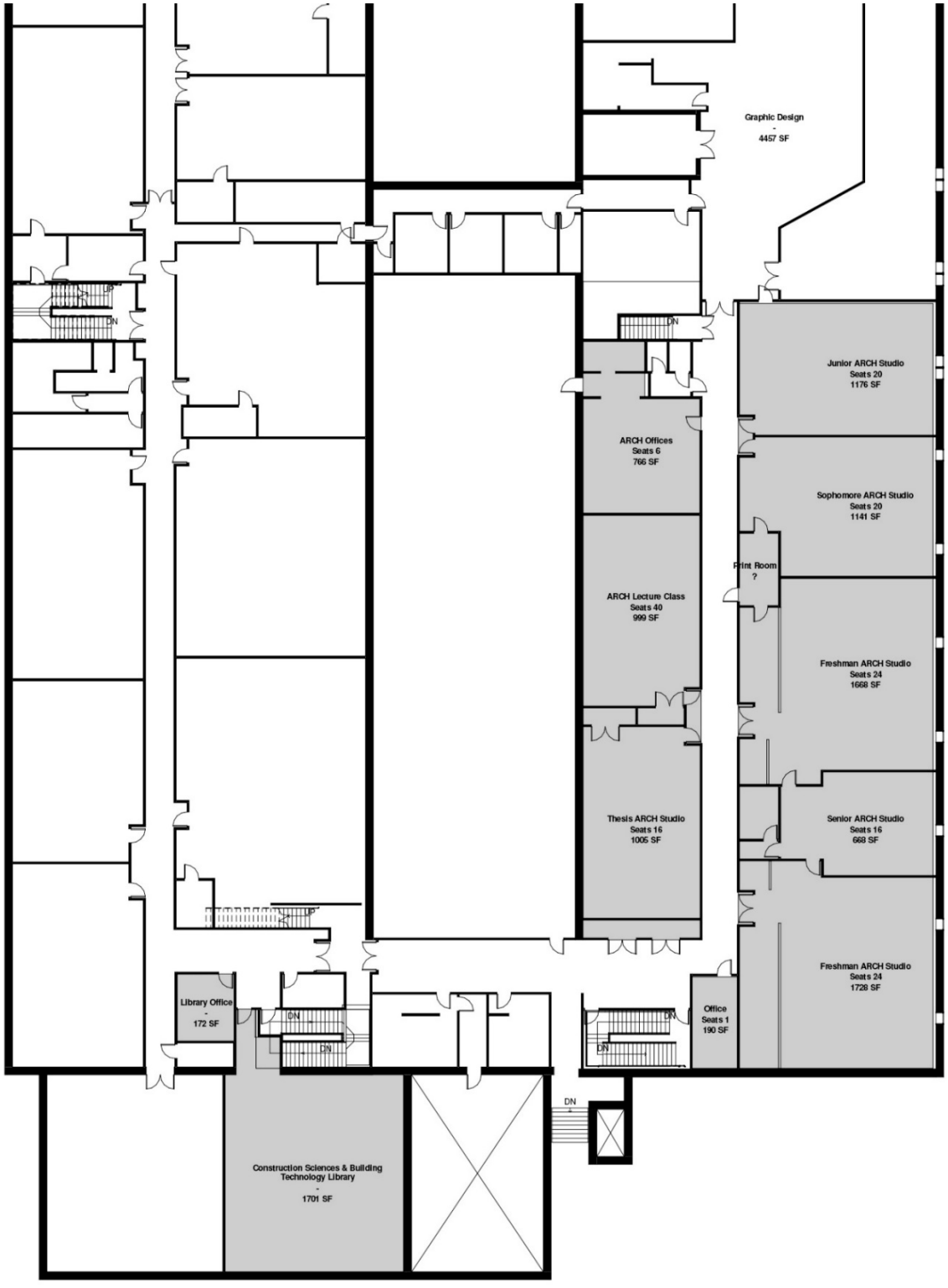
RED 46 – CSBT LIBRARY: 2,500 sf

1. Materials Collections
2. Technical Data and Reference Books
3. Materials and Product Binders
4. Librarian's Office with Reserve Materials
5. Materials Presentation / Exhibit Space

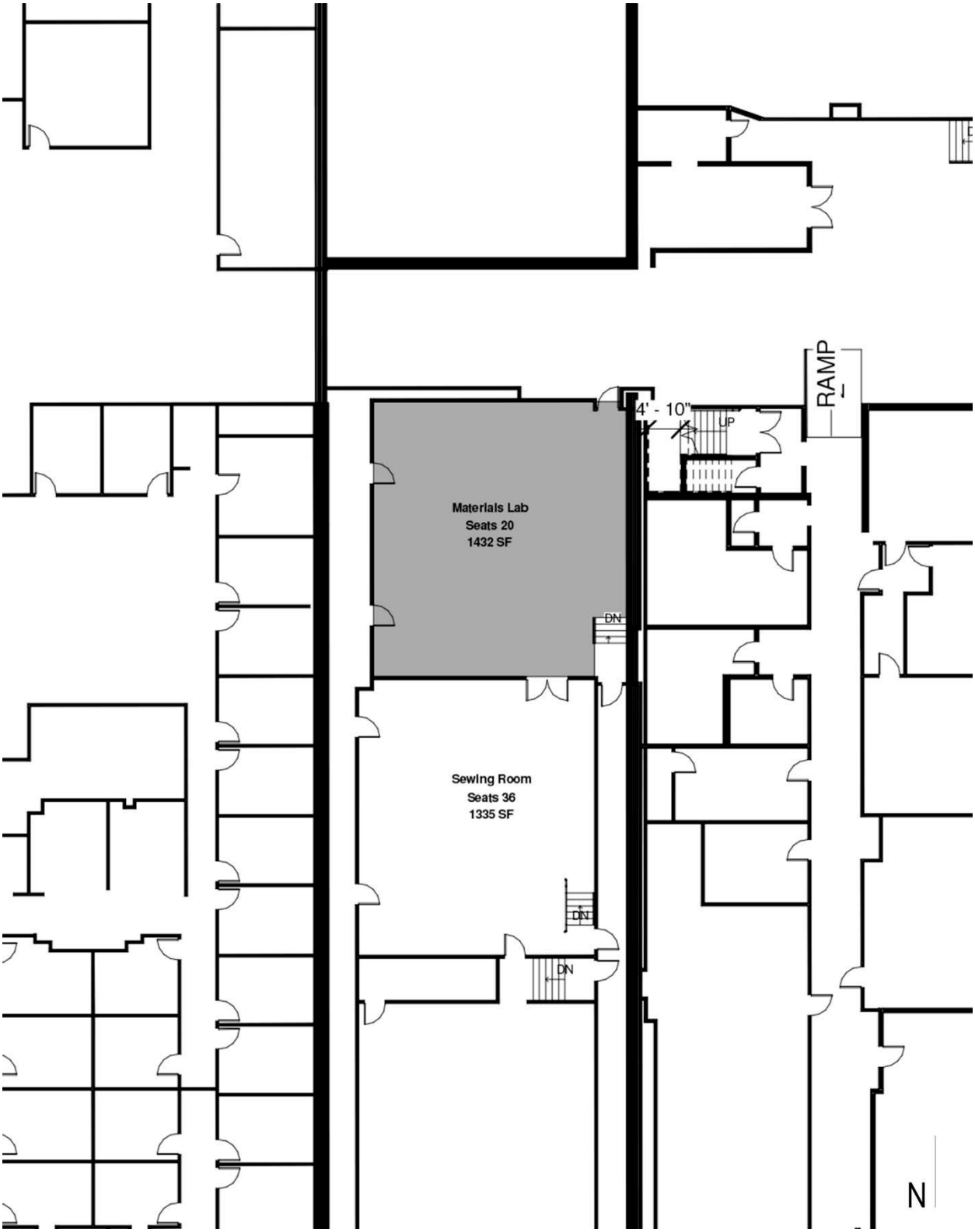
RED 82 - FACULTY OFFICES: 700 sf

1. Conference table
2. 10 task chairs
3. 6 office workstations
4. Projector with pull down screen
5. PHAROS system 8.5x11 color printer

EXISTING CONDITIONS – MAIN BUILDING - RED LEVEL: 1"=10'



EXISTING CONDITIONS – MAIN BUILDING - GREEN LEVEL: 1"=20'



INSTITUTIONAL SPACE

The College provides classroom space throughout campus with priority given to rooms available on the Red Level. The library continues to expand its current holdings section for Architecture. This expansion will be planned in collaboration with the other Construction Sciences and Building Technologies Programs, particularly Construction Management and Interior Design. Model building and materials testing will be accommodated in the Building Materials Lab and Workshop.

COMPUTING RESOURCES

The Program will continue to provide a mobile workstation for each student with all necessary software relevant to the program. The workstations are currently provided by HP on a leasing system which covers theft or damage. Current Software and Hardware Include:

1. Hardware – HP ZBook 15
    a. Intel Core i7-4710
    b. AMD FirePro M5100 Graphics
2. Software
    a. Microsoft Windows 7 Professional
    b. Microsoft Office Professional 2013
    c. Autodesk Autocad Architecture 2016
    d. Autodesk Revit Architecture 2016
    e. Autodesk 3DS Max 2016
    f. Trimble Sketchup Pro
    g. Adobe Creative Studio 2016
    h. Rhinoceros Version 5
    i. Grasshopper for Rhino 5
    j. Vray 3.0 for 3ds Max 2015

PRINTING RESOURCES

The College provides a central Pharos printing system which is accessible via keycard by any actively registered student. Various small and large format printers are located throughout the campus. On the Red Level, adjacent to the studios, three 11x17 HP Pharos printers are available along with one OCE large format plotter, printer and scanner.

POTENTIAL PROBLEMS

1. Students are supplied with computer hardware by the institution, not the program specifically. The possibility exists that the College may change this policy and students would be required to supply their own computers. If this shift is made, the Program intends to establish a computer lab with a series of desktop workstations and a series of laptops to be made available for checkout. Further, the Program would employ cloud based services for rendering, storage and any possible software licensing.
2. Given the program's desire to embrace the changes in design technology, and the recognition of the exponentially multiplying softwares, it may become challenging to provide the necessary tools. To address this, the Program intends to foster relationships with software providers to give students access to emerging technologies as beta testers, developers or contributors to open source software, or through special academic licenses. Also, wherever possible, the Program intends to maintain subscription based licenses with automatic updating features.
3. With the current physical space, there are primary studio classrooms for each cohort, but only two dedicated classrooms for architecture. In order to adequately support a strong studio culture, the program intends to give each student a permanent studio space each semester for each student. This would require more flex spaces for lectures or seminars. The program intends to address this by expanding into three other classrooms on the Red Level over the next two years. The three year plan will integrate Architecture and Interior Design studios into one large space, shared space which will allow for 8 lecture and seminar classrooms available to Architecture and Interior Design during the day, and Construction Management at night.
4. While there is adequate space and resources for the architecture library to exist within the existing library, the program intends to embrace the idea of library as part of a studio-centric curriculum and expand into materials. To achieve this, the Program intends to maintain a satellite materials and archives library in a space central to the studios. In addition, students will have digital access to the Avery Index of Architectural Periodicals and the Full Text Art and Architecture Index through EBSCO.
5. Printing is currently performed via the College's Pharos system. This system allows students to print from any printer on campus. Plotting, however, is done via a plot queue. This requires the plotter to be in close proximity to the studios. Currently, there is a single plotter serving Architecture, Construction Management, and Interior Design. It is the intent of the Department to dedicate this single plotter to the Architecture Program and assess its feasibility in the coming years. If necessary, space for additional plotters, and a plotting room, has been accommodated in the Long Range Planning for physical resources.

I.2.3 FINANCIAL RESOURCES

DESCRIPTION	2013-2014	2014-2015	2015-2016	2016-2017
(4A) Tuition	*$461,374*	*$682,800*	*$880,911*	*$1,011,710*
(4665) Gifts - In Kind		$25,000		
(Gifts) Gifts and Contributions		*$25,000*		
TOTAL REVENUE	$461,374	$707,800	$880,911	$1,011,710
(GA1-SalWage) Salaries & Wages	*$217,286*	*$268,986*	*$270,939*	*$315,944*
(BenfTax) Benefits & Taxes	*$26,560*	*$42,418*	*$70,476*	*$88,041*
Total Personnel Cost	*$244,147*	*$311,404*	*$340,939*	*$403,984*
(TA) Travel & Entertainment	*$685*	*$9,100*	*$11,675*	*$19,350*
(6845) Office supplies	$1,427	$1,400	$961	$1,050
(6893) Materials & Supplies - Classroom	$678	$500	$5,590	$5,400
(6894) Supplies In Kind	$156	($750)		
(Materials_Supplies_All) Total (All) Materials & Supplies	*$2,261*	*$1,150*	*$6,552*	*$6,450*
(6850) Technology expenses	($0)	$2,500	$978	$1,300
(6865) Printing services	$1,186	$750	$2,683	$2,721
(6836) Accreditation expenses		$12,000	$0	$5,000
(6837) Student Events & Expo's		$400	$162	$1,000
(6855) Books & reference material	$0	$3,000	$78	$100
(6876) Common classroom/lab costs	$0	$15,000	$12,156	$15,000
(Misc) Miscellaneous & Other	*$598*	*$33,650*	*$12,859*	*$21,400*
(7170) Technical Software	$2,520	$3,000	$14,560	$16,761
(7190) Computer Equipment repair & maintenance	$2,687	$3,000	$3,000	$3,000
(OM5-IT) Technical Operations expense	*$5,207*	*$6,000*	*$6,000*	*$19,761*
Total Departmental Expense	*$13,640*	*$54,450*	*$34,858*	*$63,561*
TOTAL EXPENSES	$255,485	$365,854	$364,797	$473,200
TOTAL REVENUE OVER OPERATING EXPENSES	$205,889	$341,946	$516,114	$538,510

ENROLLMENT FLUCTUATION

Over the next five years, the Architecture Program continues to anticipate rising enrollment at a rate between 30%-10% annually. Much of this growth will be attributed to the addition of new cohorts, initial accreditation, increased exposure, improved spaces, expanded faculty, and a stronger presence in the global community. To accommodate the growth financially, the program plans on raising department and personnel costs in consistently, each year, rather than by enrollment. The following is a list of financial strategies for the coming years.

1. Increased Enrollment: Commit financial resources to the expansion and improvement of classrooms and studios through the college's processes for requesting capital improvements.
2. Increased Funding: Manage growth through steady incremental increases in funding models for compensation and overhead. Manage growth proportionally for investment in new faculty and classroom/studio/lab resources.
3. Capital Campaign Engagement: Actively participate in securing capital funds as part of the college's current capital campaign initiatives.

	2017-18	2018-19	2019-2020	2020-2021	2021-2022
1. Tuition	$1,083,717	$1,325,622	$1,590,746	$1,829,358	$2,012,294
2. Donations	$50,000	$50,000	$50,000	$100,000	$100,000
3. Personnel	-$610,000	-$725,000	-$770,000	-$840,000	-$890,000
4. Department	-$100,000	-$100,000	-$150,000	-$180,000	-$200,000
Contribution	$523,717.00	$700,622.00	$720,746.00	$909,358.00	$1,022,294.00

1. Tuition is calculated on a per semester credit basis as established by the College. The projected per semester credit tuition rate for the program is approximately $569 per credit hour.
2. Salaries represent base salaries for faculty and staff within the program. Benefits offered to faculty by the College are estimated and represented in Expenses. Changes are based on estimated increased faculty needs as student population increases.
3. Department Expenses are calculated for all those covered by the department for the specific program including travel, classroom and office resources, external printing and copying services, program specific hardware and software, accreditation expenses, memberships, and other program specific expenses.
4. Contribution is calculated for all those covered by the college for the program including maintenance, utilities, all computer hardware and software, internal printing and copying, information resources, college staff, security, employee benefits, classroom improvements, institutional advancement, capital fundraising, recruitment, admissions, marketing, and all other College level expenses.
5. All financial projections disregard inflation.

EXPENDITURE DATA

Each program within the College is given a calculated tuition cost per credit hour. This tuition cost reflects a synthetic analysis of the differences in expenditure data between the various programs within the College.

INSTITUTIONAL FINANCIAL ISSUES

1. As a non-profit, private institution, the College relies heavily on enrollment and tuition to support itself financially. This makes student recruitment and retention a high financial priority for the College. Given the Architecture Program will be the only Bachelor of Architecture program in Minnesota, or within 200 miles of the Twin Cities metro area, it is highly anticipated that student enrollment in the program will be very high. However, the Program also recognizes the relatively low retention rate of many Architecture programs. To address this, the faculty, along with the program advisory committee, intends to assess retention rates as part of the Program's plan to recruit under represented students.
2. Each program must contribute 50% of its tuition to the College to be deemed viable. If programs are unable to contribute 50%, the College may temporarily require additional contributions from other Programs. As a result, the Architecture Program may occasionally depend on the success of other Programs, or vice versa. To address this, the Architecture Program has forecast its financial model to contribute 55% once fully developed.
3. Capital funds are provided by the College through charitable giving campaigns. Funding for capital improvements, partial or whole, is not guaranteed. To address this, the Program continues to work closely with the Institutional Advancement Office to provide specific needs and maximize the likelihood of capital funds for the Program.

I.2.4 INFORMATION RESOURCES

In 2015, Dunwoody College established the Design Library specifically to serve information resource needs of Architecture and Interior Design. Currently staffed by a full time librarian and AASL member, the library continues to move toward acquiring a minimum of one copy of each item in the Architecture Program Bibliography. Long Range Planning focused strongly on the development of information resources over the next five years. See Section I.1.4.

ANALYSIS OF CURRENT HOLDINGS

LEARNING RESOURCE CENTER – JOHN A BUTLER LIBRARY
The Dunwoody College Learning Resource Center (Library) is equipped with technologies, current information resources, and efficient services that support our Architecture faculty and students. Additionally, a Library web portal is available so that all students will be able to access information databases and other resources electronically on campus or from remote locations.

The need for Architecture students to be able to identify and locate information resources and effectively synthesize them with their coursework is implicit. Outcomes call for the ability to do research throughout an Architect's career. The instructional role of the Library to facilitate researching and information skills has always been an important and ongoing priority at Dunwoody. Our Library web portal supports this role by including pathfinders that guide students to resources as well as help them with on-line searching techniques, determining the reliability of information, and incorporating critical thinking.

PERIODICALS/ DATABASE
The Library currently has access to the EBSCO Academic Search Premier Database, the Art and Architecture Database and the Avery Index of Architectural Periodicals. The indexes include approximately 18,000 full-text professional journals, magazines, and publications. It also includes access to the Avery Index of Architectural Periodicals. The following periodical titles are available to Architecture degree students.

In addition, the Library subscribes to and has available print issues of the following:

1. Architecture Minnesota
2. Architecture Record
3. Make
4. How
5. Dwell
6. Abitare
7. Art Forum
8. Science
9. MSP Home + Design
10. Architect
11. Crit, the Journal of AIAS
12. Detail
13. Journal of Architectural Education
14. ACSA News
15. Competitions
16. Metropolis
17. Architect's Newspaper
18. GA Document
19. Domus

VIRITUAL REALITY
The design library also holds the virtual reality lab which utlizes both the HTC Vibe and the Oculus Rift which both run on dedicated workstations specifically built for their use.

LYNDA
The design library maintains three dedicated workstations with full access to all library resources and catalogs including complete access to the Lynda learning environment.

PHOTO STUDIO
Dunwoody's Design Library also offers students access to a Photo Studio, complete with three-point lighting. Here students can take professional head shots and digital images of their work. The studio is free of charge and open to all students.
http://dunwoody.edu/pdfs/PhotoStudioDirections_2016.pdf

BOOKS
The library currently holds approximately 1200 volumes dedicated to Architecture Reference, Building and Construction, Interior Design, and Landscape Design. It is the intent of the Library to expand current holdings in accordance with Long Range Planning.

DIGITAL ACCESS
The College web portal enables immediate access to the EBSCO Database, research guides, and a curated list of external sources of information to support the research needs faculty and students. http://library.dunwoody.edu

POTENTIAL PROBLEMS

1. The College currently has no funding allocated to accommodate the growth of the library specific to the Architecture Program. As other programs have developed bachelor completion degrees, including Interior Design and Construction Management, the library's financial and physical resources have become increasingly limited. The Architecture Program intends to address this by collaborating with other programs within Construction Sciences (CMGT) to form a satellite library. The College intends to address this by completing a Library Impact Assessment relative to the Architecture Program Bibliography. That assessment will then inform future financial models for the library.
2. The Program focuses its curriculum on embracing change in design and building technologies which may result in significant fluctuations in library needs. While intentionally unforeseeable, the Program hopes to address this by continuing to increase its access to full text searches in related periodicals. Initially, the Program maintains access to the Avery Index of Architectural Periodicals. Use of that index will continuously inform the Program and library to publications of greatest relevance in order to make the fluctuations efficient and quickly responsive.

I.2.5 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

ADMINISTRATIVE STRUCTURE

The Dunwoody College of Technology consists of a set of departments, each with a series of programs. The provost oversees the deans who oversee each department. Each program is run by a program manager. It is the intent of the architecture program to exist within the Construction Sciences and Building Technology Department which is led by Dean Bridget Reynolds. John Dwyer will act as the program manager during the program's development. A program manager will be named prior to the commencement of the third year of the curriculum. The following outlines the administrative and hierarchical structure of the Architecture Program itself:

1. Dean of Construction Sciences and Building Technology – Oversight, Evaluation, Assessment
    a. Architecture Program Manager – Evaluation, Assessment, Development
        i. Curriculum Committee Chair – Senior Instructor or Higher
            1. Student Representative
            2. Full-Time Faculty Representative
            3. Adjunct Faculty Representative
            4. Program Advisory Representative
        ii. Program Administrator
            1. Administrative Assistants
        iii. Full Time Faculty
            1. Student Organization Leaders
            2. Student Workers
            3. Guest Lecturers
        iv. Adjunct Faculty
            1. Guest Lecturers
2. Program Advisory Committee Chair – Long Range Planning, Internship Development, Self-Assessment
    a. Full-Time Faculty Representative
    b. Dean of Construction Sciences and Building Technology
    c. Representative Leaders in the Profession
    d. University of Minnesota – College of Design Representative
    e. AIA Minnesota Representative
    f. Alumni Representative
    g. AIAS Representative
    h. Minneapolis – Saint Paul CSI Representative

GOVERNANCE OPPORTUNITIES

In the program, students, faculty and staff will be provided opportunities for governance through participation in the Program Advisory Committee and the Curriculum Committee. On the College level, students will are given governance opportunities within the Dunwoody chapter of the American Student Government Association.

II.1.1 STUDENT PERFORMANCE CRITERIA

DEGREE STRUCTURE

1. AAS DEGREE: The overall educational outcome of the first two years is to award students an Accredited Associates Degree with the knowledge, skillset, and portfolio to be both employable in the profession and prepared for the advanced studies.
2. B. ARCH: The overall educational outcome of the following three years is to award students a Bachelors of Architecture with the knowledge and skillset to become licensed architect and leaders in the profession and art of architecture.

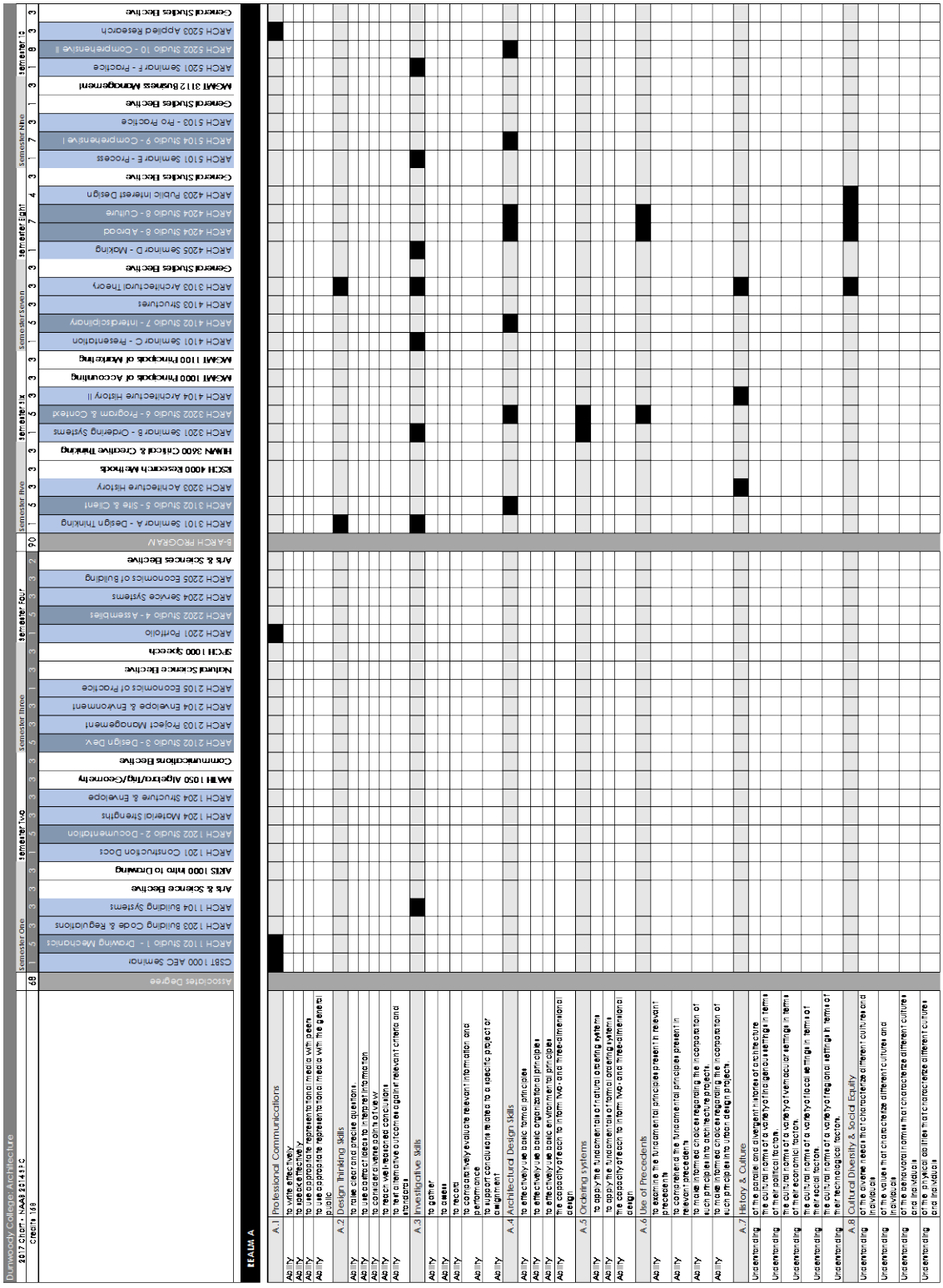
CURRICULAR STRUCTURE

The Program utilizes a practice-based, studio aligned model. Studios are organized with an atrophy of givens where, as givens degrade, studios advance from technical proficiencies to complex design problems. Other coursework is intended to align and integrate into the studio. The result is a Program which, in early years, focuses on technical knowledge while in later years focuses on critical, abstract and design thinking in varying historical, theoretical, and global contexts.

STUDIO	FOCUS	GIVENS	SPCs *
ARCH 1102	Drawing Mechanics	Full Construction Documents to Emulate	A1, B4
ARCH 1202	Technical Documentation	Design Development Drawings to Resolve, Coordinate and Publish	B3, B4, B7
ARCH 2102	Team Collaboration	Resolved Schematic Drawings to Develop, Document and Publish	B1, B2, B4, B9
ARCH 2202	Ecology & Assembly	Schematic Concepts to Resolve, Develop, Document and Publish	B4, B6
ARCH 3102	Site + Client	Site and Program to Conceive, Design, Resolve and Develop	A4, B1, B2
ARCH 3202	Program + Precedent	Site and Client to Program, Conceive, Design and Resolve	A4, A5, A6, B1
ARCH 4102	Interdisciplinary Collaboration	A Multidisciplinary Context to Conceive, Design, Develop and Document	A4, D1
ARCH 4204	Culture	A Culturally Diverse Context to Conceive of a Project, Design and Resolve or Build	A4, A6, A8
ARCH 5104	Comprehensive I	A Hypothesis to Test, Modify, Retest, Document, and Communicate Findings	A4, C2, C3
ARCH 5202	Comprehensive II	A Hypothesis to Test, Modify, Retest, Document, and Communicate Findings	A4, C2, C3

*from 2009 Conditions for Accreditation

STUDENT PERFORMANCE CRITERIA MATRIX



Dunwoody College: Architecture
2017 Chart - NAAB 2014 SPC
Credits 168

		Associates Degree	CSBT 1000 AEC Seminar	ARCH 1102 Studio 1 - Drawing Mechanics	ARCH 1203 Building Code & Regulations	ARCH 1104 Building Systems	Arts & Science Elective	ARTS 1000 Intro to Drawing	ARCH 1201 Construction Docs	ARCH 1202 Studio 2 - Documentation	ARCH 1204 Material Strengths	ARCH 1204 Structure & Envelope	MATH 1050 Algebra/Trig/Geometry	Communications Elective	ARCH 2102 Studio 3 - Design Dev	ARCH 2103 Project Management	ARCH 2104 Envelope & Environment	ARCH 2105 Economics of Practice	Natural Science Elective	SPCH 1000 Speech	ARCH 2201 Portfolio	ARCH 2202 Studio 4 - Assemblies	ARCH 2204 Service Systems	ARCH 2205 Economics of Building	Arts & Sciences Elective
			Semester One						Semester Two						Semester Three						Semester Four				
		68	1	5	3	3	3	3	1	5	3	3	3	3	5	3	3	1	3	3	1	5	3	3	2
Understanding	of the social and spatial patterns that characterize different cultures and individuals																								
Understanding	of the responsibility of the architect to ensure equity of access to buildings and structures.																								
REALM II																									
B.1	Pre-Design														■										
Ability	to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs.																								
Ability	to prepare a comprehensive program for an architectural project, which must include an inventory of spaces and their requirements.																								
Ability	to prepare a comprehensive program for an architectural project which must include an analysis of site conditions (including existing buildings).																								
Ability	to prepare a comprehensive program for an architectural project, which must include a review of the relevant building codes and standards, including relevant sustainability requirements, and assessment of their implications for the project.																								
Ability	to prepare a comprehensive program for an architectural project, which must include a definition of site selection and design assessment criteria.																								
B.2	Site Design														■										
Ability	Ability to respond to site characteristics including urban context and developmental patterning in the development of a project design.																								
Ability	Ability to respond to historical fabric in the development of a project design.																								
Ability	Ability to respond to site soil in the development of a project design.																								
Ability	Ability to respond to site topography in the development of a project design.																								
Ability	Ability to respond to site climate in the development of a project design.																								
Ability	Ability to respond to building orientation in the development of a project design.																								
Ability	Ability to respond to site watershed in the development of a project design.																								
B.3	Code & Regulations				■					■															
Ability	to design sites, facilities and systems consistent with the principles of life-safety standards																								
Ability	to design sites, facilities and systems consistent with the principles of accessibility standards																								
Ability	to design sites, facilities and systems consistent with the principles of other codes and regulations.																								
B.4	Technical Documentation								■	■					■							■			
Ability	to make technically clear drawings appropriate for a building design.																								
Ability	to prepare outline specifications for a building design.																								
Ability	to construct models illustrating a building design.																								
Ability	to identifying the assembly of materials, systems, and components appropriate for a building design.																								
B.5	Structural Systems										■	■													
Ability	to demonstrate the basic principles of structural systems																								
Ability	to demonstrate their ability to withstand gravity, seismic, and lateral forces																								
Ability	to demonstrate the selection and application of the appropriate structural system																								
B.6	Environmental Systems																■					■	■		
Understanding	the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling.																								

		B-ARCH PROGRAM	ARCH 3101 Seminar A - Design Thinking	ARCH 3102 Studio 5 - Site & Client	ARCH 3203 Architecture History	RSCH 4000 Research Methods	HUMN 3600 Critical & Creative Thinking	ARCH 3201 Seminar B - Ordering Systems	ARCH 3202 Studio 6 - Program & Context	ARCH 4104 Architecture History II	MGMT 1000 Principals of Accounting	MGMT 1100 Principals of Marketing	ARCH 4101 Seminar C - Presentation	ARCH 4102 Studio 7 - Interdisciplinary	ARCH 4103 Structures	ARCH 3103 Architectural Theory	General Studies Elective	ARCH 4205 Seminar D - Making	ARCH 4204 Studio 8 - Abroad	ARCH 4204 Studio 8 - Culture	ARCH 4203 Public Interest Design	General Studies Elective	ARCH 5101 Seminar E - Process	ARCH 5104 Studio 9 - Comprehensive I	ARCH 5103 - Pro Practice	General Studies Elective	MGMT 3112 Business Management	ARCH 5201 Seminar F - Practice	ARCH 5202 Studio 10 - Comprehensive II	ARCH 5203 Applied Research	General Studies Elective
			Semester Five					Semester Six					Semester Seven					Semester Eight					Semester Nine					Semester 10			
		90	1	5	3	3	3	1	5	3	3	3	1	5	3	3	3	1	7		4	3	1	7	3	1	3	1	8	3	3
Understanding	of the social and spatial patterns that characterize different cultures and individuals																														
Understanding	of the responsibility of the architect to ensure equity of access to buildings and structures.																														
REALM II																															
B.1	Pre-Design			■					■																						
Ability	to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs.																														
Ability	to prepare a comprehensive program for an architectural project, which must include an inventory of spaces and their requirements.																														
Ability	to prepare a comprehensive program for an architectural project which must include an analysis of site conditions (including existing buildings).																														
Ability	to prepare a comprehensive program for an architectural project, which must include a review of the relevant building codes and standards, including relevant sustainability requirements, and assessment of their implications for the project.																														
Ability	to prepare a comprehensive program for an architectural project, which must include a definition of site selection and design assessment criteria.																														
B.2	Site Design			■																											
Ability	Ability to respond to site characteristics including urban context and developmental patterning in the development of a project design.																														
Ability	Ability to respond to historical fabric in the development of a project design.																														
Ability	Ability to respond to site soil in the development of a project design.																														
Ability	Ability to respond to site topography in the development of a project design.																														
Ability	Ability to respond to site climate in the development of a project design.																														
Ability	Ability to respond to building orientation in the development of a project design.																														
Ability	Ability to respond to site watershed in the development of a project design.																														
B.3	Code & Regulations																														
Ability	to design sites, facilities and systems consistent with the principles of life-safety standards																														
Ability	to design sites, facilities and systems consistent with the principles of accessibility standards																														
Ability	to design sites, facilities and systems consistent with the principles of other codes and regulations.																														
B.4	Technical Documentation																														
Ability	to make technically clear drawings appropriate for a building design.																														
Ability	to prepare outline specifications for a building design.																														
Ability	to construct models illustrating a building design.																														
Ability	to identifying the assembly of materials, systems, and components appropriate for a building design.																														
B.5	Structural Systems														■																
Ability	to demonstrate the basic principles of structural systems																														
Ability	to demonstrate their ability to withstand gravity, seismic, and lateral forces																														
Ability	to demonstrate the selection and application of the appropriate structural system																														
B.6	Environmental Systems																														
Understanding	the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling.																														

Dunwoody College: Architecture
2017 Criteria - NAAB 2014 SPC
Credits 168
Associates Degree
Semester One
Semester Two
Semester Three
Semester Four
Semester five
Semester seven
Semester Eight
Semester nine
Semester 10
CSST 1000 AEC Seminar
ACH 1102 Studio 1 - Drawing Mechanics
ACH 1203 Building Code & Regulations
ACH 1104 Building Systems
Arts & Science Elective
ARTS 1000 Intro to Drawing
ACH 1201 Construction Docs
ACH 1202 Studio 2 - Documentation
ACH 1204 Material Strengths
ACH 1204 Structure & Envelope
MATH 1050 Algebra/Trig/Geometry
Communications Elective
ACH 2102 Studio 3 - Design Dev
ACH 2102 Project Management
ACH 2104 Envelope & Environment
ACH 2105 Economics of Practice
Natural Science Elective
SPCH 1000 Speech
ACH 2201 Portfolio
ACH 2202 Studio 4 - Assemblies
ACH 2204 Service Systems
ACH 2205 Economics of Building
Arts & Science Elective
B-ARCH PROGRAM
ACH 3101 Seminar A - Design Thinking
ACH 3102 Studio 5 - Site & Client
ACH 3203 Architecture History
ESCH 4000 Research Methods
HMNN 3400 Critical & Creative Thinking
ACH 3201 Seminar B - Ordering Systems
ACH 3202 Studio 6 - Program & Context
ACH 4104 Architecture History II
MGMI 1000 Principals of Accounting
MGMI 1100 Principals of Marketing
ACH 4101 Seminar C - Presentation
ACH 4102 Studio 7 - Interdisciplinary
ACH 4103 Structures
ACH 3103 Architectural Theory
General Studies Elective
ACH 4205 Seminar D - Making
ACH 4204 Studio 8 - Abroad
ACH 4204 Studio 8 - Culture
ACH 4203 Public Interest Design
General Studies Elective
ACH 5101 Seminar E - Process
ACH 5104 Studio 9 - Comprehensive I
ACH 5103 - Pro Practice
General Studies Elective
MGMI 3112 Business Management
ACH 5201 Seminar F - Practice
ACH 5202 Studio 10 - Comprehensive II
ACH 5203 Applied Research
General Studies Elective
Understanding the principles of environmental systems design, how systems can vary by geographic region, and the tools used for performance assessment. This must include daylighting and energy analysis.
Understanding the principles of environmental systems design, how systems can vary by geographic region, and the tools used for performance assessment. This must include lighting and energy analysis.
Understanding the principles of environmental systems design, how systems can vary by geographic region, and the tools used for performance assessment. This must include lighting systems.
Understanding the principles of environmental systems design, how systems can vary by geographic region, and the tools used for performance assessment. This must include acoustics.
B.7 Building Envelope Systems and Assemblies:
Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to performance.
Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to aesthetics.
Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to moisture transfer.
Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to durability.
Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to energy and material resources.
B.8 Building Materials and Assemblies:
Understanding of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components and assemblies based on performance.
Understanding of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components and assemblies based on their environmental impact and reuse.
B.9 Building Service Systems:
Understanding of the basic principles and appropriate application and performance of building service systems including plumbing.
Understanding of the basic principles and appropriate application and performance of building service systems including fire protection.
Understanding of the basic principles and appropriate application and performance of building service systems including vertical transportation systems.
Understanding of the basic principles and appropriate application and performance of building service systems including security systems.
Understanding of the basic principles and appropriate application and performance of building service systems including HVAC.
B.10 Financial Considerations
Understanding of the fundamentals of building costs, which must include project financing methods and feasibility.
Understanding of the fundamentals of building costs, which must include construction cost estimating.
Understanding of the fundamentals of building costs, which must include construction accounting.
Understanding of the fundamentals of building costs, which must include operational costs.

Dunwoody College: Architecture
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Credits 168
Associates Degree
CSST 1000 AEC Seminar
ARCH 1102 Studio 1 - Drawing Mechanics
ARCH 1203 Building Code & Regulations
ARCH 1104 Building Systems
Arts & Science Elective
ARTS 1000 Intro to Drawing
ARCH 1201 Construction Docs
ARCH 1202 Studio 2 - Documentation
ARCH 1204 Material Strengths
MATH 1050 Algebra/Trig/Geometry
ARCH 1204 Structure & Envelope
Communications Elective
ARCH 2102 Studio 3 - Design Dev
ARCH 2103 Project Management
ARCH 2104 Envelope & Environment
ARCH 2105 Economics of Practice
Natural Science Elective
SPCH 1000 Speech
ARCH 2201 Portfolio
ARCH 2202 Studio 4 - Assemblies
ARCH 2204 Service Systems
ARCH 2205 Economics of Building
Arts & Sciences Elective
B-ARCH PROGRAM
ARCH 3101 Seminar A - Design Thinking
ARCH 3102 Studio 5 - Site & Client
ARCH 3203 Architecture History
BSCH 4000 Research Methods
HMNN 3400 Critical & Creative Thinking
ARCH 3201 Seminar B - Ordering Systems
ARCH 3202 Studio 6 - Program & Context
ARCH 4104 Architecture History II
MGMT 1000 Principals of Accounting
MGMT 1100 Principals of Marketing
ARCH 4101 Seminar C - Presentation
ARCH 4102 Studio 7 - Interdisciplinary
ARCH 4103 Structures
ARCH 3103 Architectural Theory
General Studies Elective
ARCH 4205 Seminar D - Making
ARCH 4204 Studio 8 - Abroad
ARCH 4204 Studio 8 - Culture
ARCH 4203 Public Interest Design
General Studies Elective
ARCH 5101 Seminar E - Process
ARCH 5104 Studio 9 - Comprehensive I
ARCH 5103 - Pro Practice
General Studies Elective
MGMT 3112 Business Management
ARCH 5201 Seminar F - Practice
ARCH 5202 Studio 10 - Comprehensive II
ARCH 5203 Applied Research
General Studies Elective
Semester One
Semester Two
Semester Three
Semester Four
Semester Five
Semester Six
Semester Seven
Semester Eight
Semester Nine
Semester Ten
REALM C
C.1 Research
C.2 Integrated Evaluations and Decision-Making
Design Process:
C.3 Integrative Design:
REALM D
D.1 Stakeholder Roles in Architecture:
D.2 Project Management:

Dunwoody College: Architecture
2017 Chart - NAAB 2014 SPC
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		Associates Degree	Semester One						Semester Two					
		68	1	5	3	3	3	3	1	5	3	3	3	3
			CSBT 1000 AEC Seminar	ARCH 1102 Studio 1 - Drawing Mechanics	ARCH 1203 Building Code & Regulations	ARCH 1104 Building Systems	Arts & Science Elective	ARTS 1000 Intro to Drawing	ARCH 1201 Construction Docs	ARCH 1202 Studio 2 - Documentation	ARCH 1204 Material Strengths	ARCH 1204 Structure & Envelope	MATH 1050 Algebra/Trig/Geometry	Communications Elective
Understanding	of the methods for project schedules and time requirements.													
Understanding	of the methods for recommending project delivery methods.													
D.3	Business Practices:													
Understanding	of the basic principles of business practices within the firm including financial management and business planning.													
Understanding	of the basic principles of business practices within the firm including marketing.													
Understanding	of the basic principles of business practices within the firm including business organization.													
Understanding	of the basic principles of business practices within the firm including entrepreneurialism.													
D.4	Legal Responsibilities:								■					
Understanding	the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture.													
Understanding	the architect's responsibility to the public and the client as determined by professional service contracts.													
D.5	Professional Ethics:													
Understanding	of the ethical issues involved in the exercise of professional judgment in architectural design and practice.													
Understanding	the role of the AIA Code of Ethics in defining professional conduct.													

		Semester Three						Semester Four				
		5	3	3	1	3	3	1	5	3	3	2
		ARCH 2102 Studio 3 - Design Dev	ARCH 2103 Project Management	ARCH 2104 Envelope & Environment	ARCH 2105 Economics of Practice	Natural Science Elective	SPCH 1000 Speech	ARCH 2201 Portfolio	ARCH 2202 Studio 4 - Assemblies	ARCH 2204 Service Systems	ARCH 2205 Economics of Building	Arts & Sciences Elective
Understanding	of the methods for project schedules and time requirements.											
Understanding	of the methods for recommending project delivery methods.											
D.3	Business Practices:				■						■	
Understanding	of the basic principles of business practices within the firm including financial management and business planning.											
Understanding	of the basic principles of business practices within the firm including marketing.											
Understanding	of the basic principles of business practices within the firm including business organization.											
Understanding	of the basic principles of business practices within the firm including entrepreneurialism.											
D.4	Legal Responsibilities:		■									
Understanding	the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture.											
Understanding	the architect's responsibility to the public and the client as determined by professional service contracts.											
D.5	Professional Ethics:											
Understanding	of the ethical issues involved in the exercise of professional judgment in architectural design and practice.											
Understanding	the role of the AIA Code of Ethics in defining professional conduct.											

		B-ARCH PROGRAM	Semester Five					Semester Six					Semester Seven				
		90	1	5	3	3	3	1	5	3	3	3	1	5	3	3	3
			ARCH 3101 Seminar A - Design Thinking	ARCH 3102 Studio 5 - Site & Client	ARCH 3203 Architecture History	RSCH 4000 Research Methods	HUMN 3600 Critical & Creative Thinking	ARCH 3201 Seminar B - Ordering Systems	ARCH 3202 Studio 6 - Program & Context	ARCH 4104 Architecture History II	MGMT 1000 Principals of Accounting	MGMT 1100 Principals of Marketing	ARCH 4101 Seminar C - Presentation	ARCH 4102 Studio 7 - Interdisciplinary	ARCH 4103 Structures	ARCH 3103 Architectural Theory	General Studies Elective
Understanding	of the methods for project schedules and time requirements.																
Understanding	of the methods for recommending project delivery methods.																
D.3	Business Practices:																
Understanding	of the basic principles of business practices within the firm including financial management and business planning.																
Understanding	of the basic principles of business practices within the firm including marketing.																
Understanding	of the basic principles of business practices within the firm including business organization.																
Understanding	of the basic principles of business practices within the firm including entrepreneurialism.																
D.4	Legal Responsibilities:																
Understanding	the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture.																
Understanding	the architect's responsibility to the public and the client as determined by professional service contracts.																
D.5	Professional Ethics:																
Understanding	of the ethical issues involved in the exercise of professional judgment in architectural design and practice.																
Understanding	the role of the AIA Code of Ethics in defining professional conduct.																

		Semester Eight					Semester Nine					Semester 10			
		1	7		4	3	1	7	3	1	3	1	8	3	3
		ARCH 4205 Seminar D - Making	ARCH 4204 Studio 8 - Abroad	ARCH 4204 Studio 8 - Culture	ARCH 4203 Public Interest Design	General Studies Elective	ARCH 5101 Seminar E - Process	ARCH 5104 Studio 9 - Comprehensive I	ARCH 5103 - Pro Practice	General Studies Elective	MGMT 3112 Business Management	ARCH 5201 Seminar F - Practice	ARCH 5202 Studio 10 - Comprehensive II	ARCH 5203 Applied Research	General Studies Elective
Understanding	of the methods for project schedules and time requirements.														
Understanding	of the methods for recommending project delivery methods.														
D.3	Business Practices:								■	■					
Understanding	of the basic principles of business practices within the firm including financial management and business planning.														
Understanding	of the basic principles of business practices within the firm including marketing.														
Understanding	of the basic principles of business practices within the firm including business organization.														
Understanding	of the basic principles of business practices within the firm including entrepreneurialism.														
D.4	Legal Responsibilities:								■	■					
Understanding	the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture.														
Understanding	the architect's responsibility to the public and the client as determined by professional service contracts.														
D.5	Professional Ethics:								■	■					
Understanding	of the ethical issues involved in the exercise of professional judgment in architectural design and practice.														
Understanding	the role of the AIA Code of Ethics in defining professional conduct.														

II.2.1 INSTITUTIONAL ACCREDITATION

See Section 4.12 for state and regional accreditation letters.

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

BACHELOR OF ARCHITECTURE

The program will be structured as a 5 year Bachelor of Architecture Program. Internally, the Program will be structured as a 2+3 with a non-professional AAS degree being awarded at the completion of the second year and the Bachelor of Architecture awarded at the completion of the fifth year. Students from other institutions will be given the opportunity to enter the program at year three based on evaluation standards outlined in section I.2.1 of this application.

MINORS OR CONCENTRATIONS

It is currently the intent of the Program to offer no minors or concentrations as electives for students to pursue.

CREDIT DISTRIBUTIONS AND TOTALS

The following course descriptions represent the curriculum in its entirety along with the sequence of courses and their associative credit hours. At the conclusion is a breakdown of total credit hours for general, professional, and elective credits. Syllabi are included in Part 3 of this document.

CURRICULUM GUIDE

Develop: begin to acquire
Achieve: acquire fully
A (basic, broad, or detailed) knowledge of: understanding of information
A proficiency in: ability to apply toward the creation of architectural works

SEMESTER 1 — 18 Credits

ELECTIVE SOCIAL SCIENCES ELECTIVE 3 Credits

ARTS 1000 INTRODUCTION TO DRAWING 3 Credits
Analyze basic drawing concepts and techniques through demonstrations, discussions, critiques, slide lectures, and the use of a sketchbook. Work from observation using line, tone and other elements of art to solve spatial, compositional and light problems to accurately render the illusion of 3-demensional form on a 2-dimensional surface.

CSBT1000 FRESHMAN SEMINAR 1 Credit
This course introduces students to the academic culture as well as the building professions. Students will achieve a proficiency in communication skills including research, oral presentation, writing, and collaboration. Students will also initiate the path to licensure to develop a basic knowledge of the profession of architecture and related fields.

ARCH 1102 STUDIO 1 – DRAWING 5 Credits
This first foundational design studio introduces students to the evolution of architectural drawing, from hand drafting to building information modeling. Students will be given a full set of construction documents to redraw using hand and digital techniques to develop a proficiency in the mechanics of architectural drawing.

ARCH 1203 BUILDING CODES + REGULATIONS 3 Credits
This course introduces students to the current acts and codes with an emphasis on life safety and accessibility. Students will analyze an existing building and perform a detailed code analysis and review to develop a proficiency in reading, using and applying building codes and regulations.

ARCH 1104 BUILDING SYSTEMS 3 Credits
This course introduces students to primary building systems and their associative materials and assemblies. Students will study current building systems and analyze existing buildings through photography, physical tours, and diagrammatic drawing to achieve a broad knowledge of primary structural systems.

SEMESTER 2 — 18 Credits

ELECTIVE COMMUNICATIONS ELECTIVE 3 Credits

MATH 1050 ALGEBRA, TRIG, GEOMETRY 3 Credits
Principles of algebra, geometry and trigonometry are used in the context of a technical setting. Problem-solving strategies are developed and applied to technology.

ARCH 1201 CONSTRUCTION DOCUMENTS 1 Credit
This course exposes students to varying theories, organizational principles, and legal implications of construction drawings and specifications. Students will research and analyze examples of technical documentation to achieve a basic knowledge of the practical and legal organization of building information.

ARCH 1202 STUDIO 2 – DOCUMENTATION 5 Credits
This second foundational engages students in the generation of construction documents. Students will draw, coordinate and publish a full set of construction drawings from a given set of resolved design development drawings and outline specifications to develop a proficiency in construction documents.

ARCH 2203 MATERIAL STRENGTHS 3 Credits
This course introduces students to the physics of buildings. Students will analyze structural forces, perform calculations, and generate diagrams to acquire a detailed knowledge of statics and the strengths of materials.

ARCH 1204 BUILDING ENVELOPE SYSTEMS 3 Credits
This course introduces students to aspects of building assemblies relative to their energy performance, moisture control, durability, and resource efficiency. Students will study current building systems and analyze existing buildings through photography, physical tours, and diagrammatic drawing to achieve a broad knowledge of varying strategies for the building envelope.

SUMMER INTERNSHIP – 13 Weeks – 520 Hours

SEMESTER 3 — 18 Credits

ELECTIVE NATURAL SCIENCES ELECTIVE 3 Credits

SPCH 1000 SPEECH 3 Credits
Introduction to public speech making; purpose and organization, audience analysis and response, verbal and non-verbal clues.

ARCH 2105 ECONOMICS OF PRACTICE 1 Credits
This course introduces students to the financial considerations surrounding the practice of architecture and related construction fields. Students will and analyze the value of design by monetary measure based on varying delivery methods, design processes, and practice models.

ARCH 2102 STUDIO 3 - COLLABORATION 5 Credits
This third foundational studio engages students in the design development process within a multi-disciplinary team. Students will design and develop details, specifications, and construction documents from a given resolved schematic design to develop a proficiency in design development.

ARCH 2103 PROJECT MANAGEMENT 3 Credits
This course introduces students to the legal and workflow issues within the context of varying project delivery methods. Students will research the workflow, organization of information, and decision making structures of specific projects currently in progress at local firms to develop a broad knowledge of project management.

ARCH 2104 BUILDING SERVICE SYSTEMS 3 Credits
This course introduces students to the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, conveying systems, security, and fire protection systems. Students will research multiple existing buildings through photography, physical tours, hand sketching, and digital documentation to achieve a broad knowledge of varying building service systems.

SEMESTER 4 — 14 Credits

ELECTIVE GENERAL STUDIES ELECTIVE 2 Credits

ARCH 2201 PORTFOLIO 1 Credit
The final seminar of the AAS program focuses on the communication and organization of a professional portfolio, resume and application for employment or advancement in higher learning. Students will develop a personal portfolio to develop a proficiency in documenting and presenting previously completed works.

ARCH 2202 STUDIO 4 5 Credits
A synthesis of their first two years, the final foundational studio engages students in the interpretation of design intent with a focus on economy and ecology. Students will be given an early schematic design to resolve and develop into construction documents to achieve a proficiency in the architectural process from resolved schematic design to construction documents.

ARCH 2205 ECONOMICS OF BUILDING 3 Credits
This course introduces students to a broad range of standard building conditions and their economic impact. Students will engage in a full economic analysis of select buildings and develop diagrams, preliminary cost estimates, and life cycle cost analysis to achieve a broad knowledge of building economics.

ARCH 2204 ENVIRONMENTAL SYSTEMS 3 Credits
This course introduces students to the principles of embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting, artificial lighting and acoustics. Students will research multiple existing buildings through photography, physical tours, hand sketching, and digital documentation to achieve a broad knowledge of varying environmental systems.

SUMMER INTERNSHIP – 13 Weeks – 520 Hours

ISSUANCE OF AAS DEGREES
YEAR THREE APPLICATION AND ADMISSIONS PROCESS

AAS TOTALS — 68 Semester Credit Hours

GENERAL STUDIES	20 Credits
GENERAL STUDIES ELECTIVES	11 Credits
PROFESSIONAL STUDIES	48 Credits
PROFESSIONAL ELECTIVES	0 Credits

SEMESTER 5 15 Credits

HUMN 3600 CRITICAL + CREATIVE THINKING 3 Credits
Study of the juxtaposition of critical and creative thought. Exploration of the nature and techniques of thought with an emphasis on developing the critical and creative thinking skills necessary to analyze and solve problems.

RSCH 4000 RESEARCH METHODS 3 Credit
Comprehensive introduction to research proposal writing, research methodologies, and foundational research theories and protocols.

ARCH 3101 SEMINAR A – DESIGN THINKING 1 Credit
This course introduces students to established and emerging ways of thinking about architectural space and form. Physical and digital modes of representation will be explored to develop skills that utilize design thinking, ordering systems, and investigative skills.

ARCH 3102 STUDIO 5 – SITE + CLIENT 5 Credits
This first design studio introduces students to design thinking and fundamental design skills with an emphasis on site driven design. Students will be given a site and a client's requirements to develop a site driven architectural work.

ARCH 3104 HISTORY OF ARCHITECTURE I 3 Credits
This survey course introduces students to the world of architecture throughout the history of human settlement up to the modern era. Attention is given to the histories of design technologies and building science as well as the evolution of the role of the architect in human civilization.

SEMESTER 6 15 Credits

MGMT 1000 PRINCIPLES OF MARKETING 3 Credits
Introduction to terms, concepts, and skills for analyzing marketing problems. Topics include: managing/integrating communication aspects of marketing, advertising, sales promotion, public relations; setting objectives, selecting media, measuring effectiveness, and sales promotion techniques.

MGMT 1000 PRINCIPLES OF ACCOUNTING 3 Credits
An introduction to fundamental accounting concepts and cycles. Includes analyzing, interpreting, and recording transactions. The course also includes the preparation of financial statements, bank reconciliations and payroll transactions in accordance with commonly accepted accounting principles.

ARCH 3201 SEMINAR B – ORDERING SYSTEMS 1 Credit
Physical and digital modes of representation will be explored to develop ordering skills utilizing design thinking, ordering systems, and investigative skills.

ARCH 3202 STUDIO 6 – PROGRAM + PRECEDENT 5 Credits
This studio engages students in pre-design processes including the assessment of user needs, analysis of an urban site, and building on acquired design principles. Students will be given a user and a context within relevant cultural, theoretical, and historical framework to develop a comprehensive program for development of an architectural work.

ARCH 4104 HISTORY OF ARCHITECTURE II 3 Credits
This lecture and research course introduces students to architecture of the modern movement to today. Critical writings, conceptual design works, current lectures, and building tours will be studied and synthesized so students may gain an individual position on the present and future condition of architectural history.

SUMMER INTERNSHIP – 13 Weeks – 520 Hours

SEMESTER 7 15 Credits

ELECTIVE GENERAL STUDIES 3 Credits

ARCH 4101 SEMINAR C - PRESENTATION 1 Credit
Physical and digital modes of representation will be used to develop presentation skills utilizing design thinking, ordering systems, and investigative skills.

ARCH 4102 STUDIO 7 – INTERDISCIPLINARY 5 Credits
This studio requires students to produce an architectural work as part of an interdisciplinary team. Students will be given a complex program and context. Students will achieve the capacity to collaborate across disciplines, synthesize their knowledge of previous studios, and make design decisions across multiple design factors.

ARCH 3103 ARCHITECTURAL THEORY 3 Credits
This survey course introduces students to a multitude of architectural ideas across human history. Critical writings, conceptual design works, and current lectures will be studied and synthesized so students may begin to find a personal theoretical framework.

ARCH 4103 STRUCTURES 3 Credits
This applied research course focuses on the advanced study of statics and strengths of materials. Students will perform comparative analysis of structural systems using emerging or alternative materials against industry standards. Analysis will involve mathematical documentation of hands on testing. Students will develop a proficiency in architectural structures as well as a basic knowledge of architectural research.

SEMESTER 8 15 Credits

ELECTIVE OPEN ELECTIVE 3 Credits

ARCH 4205 SEMINAR D - MAKING 1 Credit
Physical and digital modes of representation will be used to explore making skills utilizing design thinking, ordering systems, and investigative skills.

ARCH 4204 STUDIO 8 - CULTURE 7 Credits
This studio places students within an immersive learning environment to acquire a proficiency in design in varying cultural contexts. Students will acquire a detailed knowledge of varying cultures and human behaviors and how they represent and manifest themselves architecturally.

ARCH 4203 PUBLIC INTEREST DESIGN 4 Credits
This course focuses on exposing students to the relationship between architecture, representation and humanity. Students will acquire a detailed knowledge of public interest design as an ethos and as a form of professional practice.

SUMMER INTERNSHIP – 13 Weeks – 520 Hours

SEMESTER 9 — 15 Credits

ELECTIVE OPEN ELECTIVE — 1 Credit

MGMT 3111 BUSINESS MANAGEMENT — 3 Credits
Examine principles of management in the context of how firms are organized to analyze their management of finances, operations, human resources, processes and strategy to effectively meet an organization's mission, vision and goals.

ARCH 5101 SEMINAR E - PROCESS — 1 Credit
Physical and digital modes of representation will be used to understand design process utilizing design thinking, ordering systems, and investigative skills.

ARCH 5103 PROFESSIONAL PRACTICE — 3 Credits
This business course introduces students to successful models for owning, operating, and managing an architectural practice. Focus is given to business and marketing planning, as well as leadership in business management. Students will research varying established models and develop business and marketing plans to achieve a detailed knowledge of professional practice.

ARCH 5104 STUDIO 9 – COMPREHENSIVE I — 7 Credits
This studio focuses on the economic, social, and ecological role of building and buildings. Students will achieve a detailed knowledge of the current state of human development, develop a proficiency in the relationship between ecology and economy, and develop a proficiency in the relationship between human sustainability and building design.

SEMESTER 10 — 15 Credits

ELECTIVE OPEN ELECTIVE — 3 Credits

ARCH 5201 SEMINAR F - PRACTICE — 1 Credits
Physical and digital modes of representation will be used to explore practice utilizing design thinking, ordering systems, and investigative skills.

ARCH 5202 STUDIO 10 – COMPREHENSIVE II — 8 Credits
This studio focuses on the economic, social, and ecological role of building and buildings. Students will achieve a detailed knowledge of the current state of human development, develop a proficiency in the relationship between ecology and economy, and develop a proficiency in the relationship between human sustainability and building design.

ARCH 5203 APPLIED RESEARCH — 3 Credits
This applied research course seeks to advance the art and discipline of architecture through the development of new design and building technologies. Students will propose, test and develop undocumented or yet not discovered building assemblies, fabrication methods, or material applications. Students will also develop a proficiency in an architectural research and development process.

ISSUANCE OF BARCH DEGREES
ARE EXAM

PROGRAM TOTAL	158 Semester Credit Hours
AAS SUBTOTALS	68 Semester Credit Hours
GENERAL STUDIES REQUIRED	9 Credits
GENERAL STUDIES ELECTIVES	11 Credits
PROFESSIONAL STUDIES	48 Credits
PROFESSIONAL ELECTIVES	0 Credits
BARCH SUBTOTALS	90 Semester Credit Hours
GENERAL STUDIES REQUIRED	15 Credits
GENERAL STUDIES ELECTIVES	4 Credits
PROFESSIONAL STUDIES REQUIRED	65 Credits
PROFESSIONAL ELECTIVES	6 Credits

II.3 EVALUATION OF PREPARATORY EDUCATION

For an outline of prerequisites and standards for admission, see section I.2.1. The standards for admission of students from other institutions into year three of the program are outlined below.

1. General Studies Credits: transcripts from applying students will be evaluated based on the full syllabus for each course completed at another institution to determine its transferability. Incoming students from other institutions may transfer up to 20 semester credit hours of general studies courses. If less than 20 credits are deemed transferrable, the student may still be accepted into the program, but it will be the responsibility of the student to fulfill the remaining credit hours in addition to the required courses.
2. Technical Competency: Incoming students from other institutions must show competency in software that is the same or equal to those offered to existing first and second year Dunwoody students. Competency is determined through portfolio review as well as personal interview. Incoming students from other institutions must show technical competency for acceptance.
3. Knowledge Base: Incoming students from other institutions must demonstrate a strong knowledge of building systems, building environment systems, building service systems, structural systems, statics and strengths of materials, and building codes and regulations. This will be evaluated through review of the full syllabi for completed coursework as well as the individual's performance in each course. Incoming students from other institutions must demonstrate this knowledge for acceptance.

II.4 PUBLIC INFORMATION

The program maintains a website with input from Dunwoody administrative and marketing staff. The "Accreditation" page contains the following statements and links.

http://www.dunwoody.edu/architecture/accreditation/

II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

All catalogues and promotional materials for this program will include the Statement on NAAB-Accredited degrees, exactly as worded in Appendix 5 of the *NAAB Conditions for Accreditation.*

II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

The following documents will be directly linked to the architecture program website:
2009 NAAB Conditions for Accreditation
NAAB Procedures for Accreditation (edition currently in effect)

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

The following resources will be linked to the architecture program website:
www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

II.4.4 PUBLIC ACCESS TO APRS AND VTRS

The following documents pertaining to accreditation will be available in the Architecture Program office as they are available. A PDF version may be downloaded by clicking on the link on the architecture website
The final decision letter from the NAAB
The most recent *APR*
The final edition of the most recent *Visiting Team Report,* including attachments and addenda

II.4.5 ARE PASS RATES

NA.

III.1.1 ANNUAL STATISTICAL REPORTS

See section 4.8.

III.1.2 INTERIM PROGRAM REPORTS

Not Included in this Report.

SECTION 4 – SUPPLEMENTAL MATERIAL

4.1 COURSE DESCRIPTIONS

COURSE DESCRIPTION

Number & Title of Course
CSBT1000, Seminar 1 – Freshman Seminar, 1 credit

Course Description
This course introduces students to the academic and studio culture as well as the profession of architecture.

Course Goals
Students will achieve a proficiency in communication skills including research, oral presentation, writing, and collaboration.
Students will initiate the path to licensure to develop a basic knowledge of the profession of architecture.

Course Objectives
Write collegiate level essays and reports.
Organize visual information into clear communicative structures.
Orally present visual information to express a specific viewpoint, paradigm or argument.
Collaborate with peers to research, assemble, organize and present information graphically and orally.
Initiate any possible elements of an NCARB record.
Interact with the professional design community.

Topical Outline
1. Licensure and the profession of architecture (30%)
2. Writing, Research, and Oral Presentation skills (70%)

Prerequisites
None

Textbooks/Learning Resources
.
1. The American Institute of Architects (2008), *The Architecture Student's Handbook of Professional Practice*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 1102, Studio 1 – Drawing Mechanics, 5 credits

Course Description
This first foundational studio introduces students to the multimedia of architectural drawing, from design drawing to hand drafting to CAD and building information modeling through a simple residential project.

Course Goals
1. Students will develop a basic knowledge of architectural drawing and drafting in both analog and digital forms.
2. Students will achieve a basic understanding in design drawing through observational sketching, pictorial systems drawing, and speculative drawing.

Course Objectives
1. Perform observational drawing using varying hand drawing media.
2. Perform orthographic, axonometric, and perspective drawings.
3. Measure, draw, scale, and dimension architectural drawings.
4. Hand letter construction drawings to industry standards with consistency and legibility.
5. Draft construction drawings using traditional hand drafting techniques.
6. Draft construction drawings for a simple single family residence using 2D CAD drafting techniques.
7. Draft construction drawings for a complex single family residence using building information modeling techniques.

Topical Outline
1. Drawing and other representational techniques (90%)
2. Presentation skills (10%)

Prerequisites
None

Textbooks/Learning Resources
1. Ching, Francis D. K. (2008), *Building Construction Illustrated*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 1203, Building Codes + Regulations, 3 credits

Course Description
This course introduces students to the current acts and codes which guide the building design and construction process.

Course Goals
1. *Students will analyze an existing building and perform a detailed code analysis and review to develop a proficiency in reading, using and applying building codes and regulations.*

Course Objectives
1. *Identify and explain the primary components of the International Building Code.*
2. *Perform code analysis of a given building for building type, occupancy classification, and building height and area limitations.*
3. *Compute building occupant loads and related plumbing fixture requirements.*
4. *Identify by name, quantity and function the fire suppression systems for a given building.*
5. *Propose alternative fire suppression systems.*
6. *Identify egress components and fire separations for a given building.*
7. *Accessibility*

Topical Outline
1. Introduction to Zoning (5%)
2. Analysis of Minnesota Building Code (20%)
3. Initial Code Analysis (20%)
4. Fire Suppression and Protection Systems (10%)
5. Egress Components and Fire Separation (30%)
6. Accessibility (15%)

Prerequisites
All ARCH 11XX Courses

Textbooks/Learning Resources
1. Ching, Francis D. K. (2012), *Building Codes Illustrated*, Hoboken, New Jersey: John Wiley & Sons.
2. Minnesota Building Code 2015

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 1104, Building Systems, 3 credits

Course Description
This course introduces students to primary building systems and their associated materials and assemblies.

Course Goals
1. *Students will research and analyze existing buildings through varying representational methods to achieve a broad knowledge of building systems.*
2. Students will interact with practicing architects on specific ongoing projects.

Course Objectives
1. Identify by name and material makeup, major components of primary building systems.
2. Identify by name and materials, several common primary building systems.
3. Compare and contrast varying building systems based on cost, building function, environmental impact, and other relevant issues.

Topical Outline
1. Drawing and other representational techniques (70%)
2. Presentation skills (30%)

Prerequisites
None

Textbooks/Learning Resources
1. Ching, Francis D. K. (2008), *Building Construction Illustrated*, Hoboken, New Jersey: John Wiley & Sons.
2. Allen, Edward (2011), *The Architect's Studio Companion*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 1201, Seminar 2 - Construction Documents, 1 credit

Course Description
This course exposes students to varying theories, organizational principles, and legal implications of construction drawings and specifications.

Course Goals
1. *Students will research and analyze examples of technical documentation to achieve a basic knowledge of the practical and legal organization of building information.*
2. *Students will research and analyze construction specifications and their relationship to the industry standards such as those published by the Construction Specifications Institute.*

Course Objectives
1. *Organize and publish construction specifications.*
2. *Identify building elements by CSI division name and number.*
3. *Coordinate construction specifications with construction drawings.*
4. *Locate and identify state, federal, and local laws and regulations as they relate to construction documents.*

Topical Outline
1. Analysis of sample construction documents (30%)
2. Introduction to construction specifications (20%)
3. Introduction to contractual relationships and obligations (30%)
4. CSI standards (10%)
5. Construction Documents Law (10%)

Prerequisites
All ARCH 11XX Courses

Textbooks/Learning Resources
1. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.
2. The American Institute of Architects (2008), *The Architecture Student's Handbook of Professional Practice*, Hoboken, New Jersey: John Wiley & Sons.
3. CSI/CSC (2012), *MasterFormat: 2012 Update*, Alexandria, Virginia: Construction Specifications Institute.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 1202, Studio 2 – Documentation, 5 credits

Course Description
This second foundational engages students in the generation of construction drawings and building envelope details for a given complex residential project.

Course Goals
1. *Students will draw, coordinate and publish a full set of drawings from a given set of resolved design development drawings and outline specifications to develop a proficiency in construction drawings.*
2. *Students will develop a proficiency in building information modeling.*
3. *Students will integrate and apply knowledge to the studio project from concurrent lecture courses in codes and regulations and building envelope systems.*

Course Objectives
1. *Finalize design development drawings into construction drawings.*
2. *Coordinate construction drawings with outline specifications.*
3. *Resolve, draft and publish building sections, wall sections, and building envelope details.*
4. *Collaboratively generate and publish construction drawings for a multi-family project.*

Topical Outline
1. Building Envelope Details (40%)
2. Document Coordination (30%)
3. Building Codes and Regulations (10%)
4. Graphic and Oral Presentation (10%)

Prerequisites
All ARCH 11XX Courses

Textbooks/Learning Resources
1. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.
2. Stein, Daniel (2012), *Commercial Design Using Autodesk Revit Architecture 2013*, Mission, Kansas: SDC Publications.
3. Ching, Francis D. K. (2008), *Building Construction Illustrated*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 2203, Material Strengths, 3 credits

Course Description
This course introduces students to the physics of buildings.

Course Goals
1. *Students will analyze structural forces.*
2. *Students will perform calculations.*
3. *Students will generate diagrams to acquire a detailed knowledge of statics and the strengths of materials.*

Course Objectives
1. *Identify the primary components of a building structure in varying building assemblies.*
2. *Identify and synthesize the influences of gravity lateral loads.*
3. *Understand tension, compression, rotation and shear capabilities of building materials*
4. *Discern the difference between dead and live loads.*
5. *Develop concept structural systems for buildings to communicate with structural consultants*
6. *Communicate design intent to structural consultants.*

Topical Outline
1. Building Structure and Design Strategies (20%)
2. Load calculations (30%)
3. Force concepts/vectors (30%)
4. Load consequences (20%)

Prerequisites
All ARCH 11XX Courses

Textbooks/Learning Resources
1. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.
2. Allen, Edward (2011), *The Architect's Studio Companion*, Hoboken, New Jersey: John Wiley & Sons

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 1204, Structure and Envelope, 3 credits

Course Description
This course introduces students to aspects of building assemblies relative to their energy performance, moisture control, durability, and resource efficiency.

Course Goals
1. *Students will research multiple existing buildings through varying representational methods to achieve a broad knowledge of varying strategies for the building envelope.*
2. *Students will interact with members of the design community in the context of ongoing projects.*

Course Objectives
7. *Identify the primary components of a building envelope in varying building assemblies.*
8. *Identify and synthesize the influences of water, air, and other natural elements on the building envelope.*
9. *Describe and quantify the performance criteria of varying building envelopes.*
10. *Annotate building envelope details.*
11. *Annotate roof, window, door, and ground interactions and details.*

Topical Outline
5. Building Envelope Elements and Design Strategies (20%)
6. Buildings and Moisture Control (30%)
7. Roof, Door, Window, and Ground Interaction Details (30%)
8. High Performance Building Envelopes (20%)

Prerequisites
All ARCH 11XX Courses

Textbooks/Learning Resources
3. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.
4. The American Institute of Architects (2008), *The Architecture Student's Handbook of Professional Practice*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 2102, Studio 3 – Design Development, 5 credits

Course Description
This third foundational studio engages students in the design process within a team framework.

Course Goals
1. *Students will design and develop details, specifications, and construction documents from an existing building to develop a proficiency in design development of an addition and remodeling.*
2. *Students will and analyze the value of design by monetary measure based on varying delivery methods, design processes, and practice models.*
3. *Students will collaborate as teams to develop a final product.*
4. *Students will incorporate building code, system design and construction detailing in a building product.*

Course Objectives
1. *Design and draft construction details for a given mixed use project.*
2. *Identify and synthesize requirements for the building code, including accessibility*
3. *Identify, synthesize and design building service systems for the given project.*
4. *Generate construction drawings and specifications for all building service and building code, including accessibility, in the project.*

Topical Outline
1. Existing Building Analysis (10%)
2. Concept Renovation and design (10%)
3. Design Development (10%)
4. Building Code and Accessibility (10%)
5. Building Service Systems Design (10%)
6. Final Design (20%)
7. Construction Details (10%)
8. Graphics (10%)
9. Oral Presentation (10%)

Prerequisites
All ARCH 11XX and 12XX Courses

Textbooks/Learning Resources
1. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.
2. Ching, Francis D. K. (2008), *Building Construction Illustrated*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 2103, Project Management, 3 credits

Course Description
This course introduces students to the legal and workflow issues within the context of varying project delivery methods.

Course Goals
1. *Students will research the workflow, organization of information, and decision making structures of specific projects currently in progress at local firms to develop a broad knowledge of project management.*
2. *Students will interact with members of the design community in the context of ongoing projects.*
3. *Students will develop a proficiency in the visual representation of quantitative data and analytical drawing.*

Course Objectives
1. *Identify the primary entities and contractual structures in varying project delivery methods.*
2. *Map processes, workflows and responsibilities for varying project delivery methods.*
3. *Compare and contrast varying project delivery methods.*
4. *Organize visual information into clear communicative structures.*
5. *Orally present visual information to express a specific viewpoint, paradigm or argument.*
6. *Collaborate with peers to research, assemble, organize and present information graphically and orally.*

Topical Outline
1. Project Delivery Methods (20%)
2. Architectural Service Contracts (20%)
3. Building Contract Structures (40%)
4. Information Graphics (20%)

Prerequisites
All ARCH 11XX and 12XX Courses

Textbooks/Learning Resources
1. The American Institute of Architects (2008), *The Architecture Student's Handbook of Professional Practice*, Hoboken, New Jersey: John Wiley & Sons.
2. Allen, Edward (2011), *The Architect's Studio Companion*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 2104, Building Service Systems, 3 credits

Course Description (limit 25 words):
This course introduces students to the basic principles, appropriate application and performance of building service systems such as plumbing, electrical, conveying systems, security, and fire protection systems.

Course Goals
1. *Students will research multiple existing buildings through varying representational methods to achieve a broad knowledge of varying building service systems.*
2. *Students will interact with members of the design community in the context of ongoing projects.*

Course Objectives
1. *Create observational drawings for building systems within given buildings during multiple site visits.*
2. *Identify by name, type, function, and material composition, building service systems within the given buildings.*
3. *Compare and contrast varying building service systems.*
4. *Draft and annotate building systems plans with industry graphic standards including symbols, line types and legends.*
5. *Calculate, size, and locate an improved alternative building service for one portion of a given building.*

Topical Outline
1. Field Analysis and Documentation (30%)
2. Comparative Studies (10%)
3. Building Service Systems Graphic Conventions (40%)
4. Building Service Systems Design (20%)

Prerequisites
All ARCH 11XX and 12XX Courses

Textbooks/Learning Resources
1. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.
2. The American Institute of Architects (2008), *The Architecture Student's Handbook of Professional Practice*, Hoboken, New Jersey: John Wiley & Sons..

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 2201, Seminar 4 - Portfolio, 1 credits

Course Description (limit 25 words):
This seminar focuses on the communication and organization of a professional portfolio, resume and application for employment or advancement in higher learning.

Course Goals
1. *Students will create a personal portfolio to develop a proficiency in documenting and presenting previously completed works.*
2. *Students will develop a proficiency in personal presentation within the architecture profession.*

Course Objectives
1. *Document previously completed works.*
2. *Edit and format works for strength in graphic completeness and technical competency.*
3. *Organize and publish a portfolio.*
4. *Redraw or recreate works as needed to supplement the portfolio.*

Topical Outline
1. Best Practices for Documenting Design Work (30%)
2. Portfolio Organization and Graphic Design (30%)
3. Organization of Curriculum Vitae and/or Resume (30%)
4. Best Practices for Interview (10%)

Prerequisites
None

Textbooks/Learning Resources
1. Pelli, Cesar, & Linton, Harold (2012), *Portfolio Design, Fourth Edition*, New York, New York: WW Norton & Company.
2. The American Institute of Architects (2008), *The Architecture Student's Handbook of Professional Practice*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 2202, Studio 4 -, 5 credits

Course Description:
A synthesis of their first two years, the final foundational studio engages students in the interpretation of design intent with a focus on economy and ecology.

Course Goals
1. *Students will be given an early schematic design to resolve and develop into construction documents to achieve a proficiency in the architectural process from resolved schematic design to construction documents.*
2. *Students will integrate and apply knowledge to the studio project from concurrent lecture courses in statics and strengths of materials and building environment systems.*
3. *Students will acquire a proficiency in building information modeling and construction documents.*

Course Objectives
1. *Generate iterative sketches of resolved schematic design solutions in plan, elevation, section, and physical and digital model forms.*
2. *Generate a single resolved scheme in plans, sections, elevations, and building information model.*
3. *Calculate and design the primary structural system.*
4. *Develop the design in details, interior elevations, building systems, schedules, and full specifications.*
5. *Coordinate and publish construction drawings and specifications.*
6. *Prepare a public presentation of the design solution.*

Topical Outline
1. Structural systems design (30%)
2. Environmental systems design (30%)
3. Construction Documents (20%)
4. Public Presentation (10%)

Prerequisites
All ARCH 11XX, 12XX, and 21XX Courses

Textbooks/Learning Resources
1. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 2205, Economics of Building

Course Description
This course introduces students to a broad range of standard building conditions and their economic impact
Course Goals

1. *Students will engage in a full economic analysis of select buildings*
2. *Students will develop preliminary cost estimates*
3. *Students will develop life cycle cost analysis*
4. *Students will achieve a broad knowledge of building economics.*

Course Objectives

1. *Identify various elements within a building system.*
2. *Takeoff quantities of materials using estimating software*
3. *Determine unit costs using industry standards.*
4. *Determine system first costs.*
5. *Determine building first costs.*
6. *Organize costs in industry format.*
7. *Evaluate systems for life cycle costs: energy and replacement values*

Topical Outline

1. *Estimating techniques (20%)*
2. *Quantity take off (20%)*
3. *Building first cost (40%)*
4. *Building life cycle costs (20%)*

Prerequisites
All ARCH 11XX and 12XX Courses

Textbooks/Learning Resources

1. RS Means Online
2. On Screen Takeoff.

Offered
Each semester

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 2204, Building Envelope and Environment, 3 credits

Course Description (limit 25 words):
This course introduces students to the principles of embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting, artificial lighting and acoustics.

Course Goals
1. *Students will research multiple existing buildings through varying representational methods to achieve a broad knowledge of varying environmental systems.*
2. *Students will engage the design community in the context of ongoing projects.*
3. *Students will develop a proficiency in energy and indoor environment quality modeling.*
4. *Students will develop a proficiency in the visual representation of quantitative data and analytical drawing.*

Course Objectives
1. *Create field notes and observational drawings for environmental systems within given buildings.*
2. *Identify by name, type, function, and material composition, building service systems within the given buildings.*
3. *Perform comprehensive energy modeling.*
4. *Perform daylighting analysis relative to energy usage and generation.*
5. *Compare and contrast varying building service systems.*
6. *Draft and annotate environmental systems diagrams, plans.*
7. *Graphically represent energy and indoor environment quality data.*
8. *Simulate an alternative environmental system for the building and re-present.*

Topical Outline
1. Field Analysis and Documentation (30%)
2. Comparative Analysis (30%)
3. Energy Modeling (20%)
4. Daylighting Analysis (10%)

Prerequisites
All ARCH 11XX, 12XX, and 21XX Courses

Textbooks/Learning Resources
1. Ching, Francis D. K. (2008), *Building Construction Illustrated*, Hoboken, New Jersey: John Wiley & Sons..
2. Allen, Edward (2011), *The Architect's Studio Companion*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 3101, Seminar A, 1 credit

Course Description:
This course introduces students to old, new and emerging ways of seeing and making architectural space and form.

Course Goals
1. *Physical and digital modes of representation, fabrication and construction will be explored to achieve a broad understanding of varying design technologies and their architectural implications.*
2. *Students will develop a proficiency in parametric object creation within building information modeling.*
3. *Students will develop a proficiency in architectural model making and visualization.*

Course Objectives
1. *Generate parametric architectural forms using varying softwares.*
2. *Digitally fabricate scale models of parametric forms using varying media.*
3. *Generate varying types of imagery within conceptual environments.*

Topical Outline
1. Conceptual Parametric Design (60%)
2. Architectural Model Making (20%)
3. Architectural Visualization (20%)

Prerequisites
Acceptance into Bachelor of Architecture Degree Program

Textbooks/Learning Resources
1. Corser, Robert (2010), *Fabricating Architecture: Selected Readings in Digital Design and Manufacturing*, New York, New York: Princeton Architectural Press.
2. Leatherbarrow, David (2005), *Surface Architecture*, Cambridge, Massachusetts, MIT Press.
3. Beorkrem, Christopher (2010), *Material Strategies in Digital Fabrication*, New York, New York, Routledge.
4. Mau, Bruce (2004), *Massive Change*, New York, New York: Phaidon.
5. Kron, Zach, *Build: Practical Notes on Making Impractical Things*, www.buildz.blogspot.com.
6. Lift Architects, *The Grasshopper Primer*, www.liftarchitects.com.

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 3102, Studio 5 – Site + Precedent

Course Description:
This first design studio introduces students to design thinking and fundamental design skills with an emphasis on site driven design.

Course Goals
1. *Students will be given a site and program to conceive of an architectural work.*
2. *Students will develop a proficiency in a contextual design process.*

Course Objectives
1. *Read and critically translate a project brief including multiple levels of site and program information.*
2. *Conceive of built forms generated directly from a given physical, social, historical, and economic context.*
3. *Develop ordering systems and translate into conceptual architectural elements.*
4. *Document, represent, and defend an architectural concept, process and solution.*

Topical Outline
1. Project Brief Analysis (10%)
2. Ordering Systems Design (30%)
3. Conceptual Building Design (60%)
4. Representation of Conceptual Ideas (10%)

Prerequisites
Acceptance into Bachelor of Architecture Degree Program

Textbooks/Learning Resources
1. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.
2. The American Institute of Architects (2008), *The Architecture Student's Handbook of Professional Practice*, Hoboken, New Jersey: John Wiley & Sons.
3. Multiple Authors (2006-), *Birkhauser Basics Series*, Boston, Massachusetts: Birkhauser.

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 3103, Architectural Theory, 3 credits

Course Description (limit 25 words):
This survey course introduces students to a multitude of architectural ideas and design processes across human history.

Course Goals
1. *Critical writings, architectural works, and lectures throughout history will be studied.*
2. *Students will develop a broad understanding of architectural theory.*
3. *Students will develop a proficiency in synthesizing architectural thought.*

Course Objectives
1. *Identify by authors and historic context varying significant architectural theories.*
2. *Generate report, essays, and position papers which compare and dissect varying architectural theories.*
3. *Gather and synthesize evidence of design processes relative to design theories.*
4. *Generate an original architectural theory and process relevant to the current historic context and as a synthesis of several theories throughout history.*
5. *Demonstrate a personal commitment to academic rigor and the communication of architectural thought.*

Topical Outline
1. History of Architectural Theory (30%)
2. Current Architectural Theory (40%)
3. Information, Process, Building Science, and Design Process Theories (30%)

Prerequisites
Acceptance into Bachelor of Architecture Degree Program

Textbooks/Learning Resources
1. Frampton, Kenneth (2001), *Studies in Tectonic Culture*, Cambridge, Massachusetts, MIT Press.
2. Jencks, Charles (2006), *Theories and Manifestos of Contemporary Architecture: 2nd Edition*, Hoboken, New Jersey, John Wiley & Sons.
3. Mallgrave, Harry Francis (2005), *Architectural Theory Volume I: An Anthology from Vitruvius to 1870*, Hoboken, New Jersey: Wiley-Blackwell.
4. Mallgrave, Harry Francis (2005), *Architectural Theory Volume II: An Anthology from 1871-2005*, Hoboken, New Jersey: Wiley-Blackwell.
5. Conrads, Ulrich (1975), *Programs and Manifestos on Twentieth Century Architecture*, Cambridge, Massachusetts: MIT Press.
6. Hays, Michael (2000), *Architecture Theory Since 1968*, Cambridge, Massachusetts: MIT Press.
7. Hays, Michael (2010), *Constructing A New Agenda: Architectural Theory 1993-2009*, Cambridge, Massachusetts: MIT Press.

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 3104, History of Architecture – Premodern to Modern, 3 credits

Course Description:
This survey course introduces students to the world of architecture throughout the history of human settlement up to the modern era. Particular attention is given to the histories of design technologies and building science as well as the evolution of the role of the architect in human civilization.

Course Goals
1. *Students will develop a broad understanding or architectural history through significant built and unbuilt works from prehistory to the late 19th century.*
2. *Students will develop a broad understanding of the relationship between building science, design technology and the history of architecture.*

Course Objectives
1. *Identify by name, location, architect (if applicable), and date significant architectural works.*
2. *Identify and articulate the significance of specific architectural works within their social, political, physical and cultural contexts.*
3. *Identify and articulate the building science and design technologies employed at the time of specific architectural works.*

Topical Outline
1. Neolithic (10%)
2. Ancient Greek, Egyptian, African, Persian, Indian, Asian, Mesoamerican (30%)
3. Medieval European (20%)
4. Renaissance and Baroque (30%)
5. Neo-Classicism, Revivalism, Beaux-Arts, Art Nouveau (10%)

Prerequisites
Acceptance into Bachelor of Architecture Degree Program

Textbooks/Learning Resources
1. Trachtenberg, Marvin, & Hyman, Isabelle (2003), *Architecture: From Prehistory to Postmodernity (2nd edition)*, Upper Saddle River, New Jersey: Prentice Hall.
2. Oliver, Paul (2007), *Dwellings: The Vernacular House Worldwide*, New York, New York, Phaidon Press.

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 3201, Seminar B 1 credit

Course Description
Seminars of various topics determined by the guest faculty on topics of design, ecology, economics or social issues pertaining to the profession. TBD

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
Acceptance into Bachelor of Architecture Degree Program, Completion of all 310X Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 3202, Studio 6 – Program + Client, 5 credits

Course Description
This studio engages students in pre-design processes including the assessment of client and user needs, analysis of site, and organization of an architectural program.

Course Goals
1. *Students will be given a site and a user to develop a comprehensive program and conceive of an architectural work.*
2. *Students will develop a proficiency in a site driven, programmatic design process.*

Course Objectives
1. *Synthesize and spatially quantify all aspects of a multi-use architectural work.*
2. *Conceive of built forms generated directly from the relationship between site specific contexts and programmatic massing.*
3. *Translate conceptual notions into architectural elements.*
4. *Fully develop and document architectural plans.*
5. *Document, represent, and defend the concept, process and solution.*

Topical Outline
1. Site analysis (20%)
2. Programming (30%)
3. Programmatic Design (30%)
4. Design Development (10%)
5. Representation (10%)

Prerequisites
ARCH 3101, ARCH 3102

Textbooks/Learning Resources
1. Mau, Bruce (2004), *Massive Change*, New York, New York: Phaidon.
2. Koolhas, Rem, & Mau, Bruce (1998), *S,M,L,XL*, New York, New York, Monacelli Press.
3. Rowe, Colin (1984), *Collage City*, Cambridge, Massachusetts, MIT Press.
4. Ingels, Bjarke (2009), *Yes Is More: An Archicomic on Architectural Evolution*, Cologne, Germany: Taschen.

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 4104, History of Architecture – Modern to Present, 6 credits

Course Description (limit 25 words):
This lecture course introduces students to architecture from the modern movement at the end of the 19th century to today and speculates toward the foreseeable future of architecture.

Course Goals
1. *Critical writings, along with built and conceptual architectural works, from the past 120 years will be studied to achieve a detailed knowledge of architecture from modernism to present day.*
2. *Position papers and theories will be studied to develop a basic knowledge of the current and foreseeable future of architecture as an art, profession and discipline.*

Course Objectives
1. *Identify by name, location, architect (if applicable), and date significant architectural works.*
2. *Identify and articulate the significance of specific architectural works within their social, political, physical and cultural contexts.*
3. *Identify and articulate the building science and design technologies employed in specific architectural works.*
4. *Generate a position paper on the history, current condition, and future of architecture.*

Topical Outline
1. The Seeds of Modernism (10%)
2. The International Style and the Bauhaus (10%)
3. Modernism in America (30%)
4. Postmodernism and Deconstructivism (10%)
5. Blobitecture, Sustainability, and Parametric Design (10%)
6. Programmatic Alchemy, Beauty, and the Information Revolution (30%)

Prerequisites
ARCH 3104

Textbooks/Learning Resources
1. Conrads, Ulrich (1975), *Programs and Manifestos on Twentieth Century Architecture*, Cambridge, Massachusetts: MIT Press.
2. Frampton, Kenneth (2007), *Modern Architecture: A Critical History*, Cambridge, Massachusetts, MIT Press.
3. Jencks, Charles (2006), *Theories and Manifestos of Contemporary Architecture: 2nd Edition*, Hoboken, New Jersey, John Wiley & Sons.
4. Mallgrave, Harry Francis (2005), *Architectural Theory Volume II: An Anthology from 1871-2005*, Hoboken, New Jersey: Wiley-Blackwell.
5. Hays, Michael (2010), *Constructing A New Agenda: Architectural Theory 1993-2009*, Cambridge, Massachusetts: MIT Press.
6. www.archdaily.com

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 4101, Seminar C - Elective, 1 credit

Course Description

Seminars of various topics determined by the guest faculty on topics of design, ecology, economics or social issues pertaining to the profession. TBD

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
All ARCH 31XX and ARCH 32XX Courses

Textbooks/Learning Resources
TBD

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 4102, Studio 7 - Interdisciplinary, 5 credits

Course Description (limit 25 words):
This studio requires students to produce a comprehensive architectural project within a complex context.

Course Goals
1. *Students will be given a site and use within a complex physical, cultural, political, historical, and programmatic context.*
2. *At its outcome, students will achieve the capacity to synthesize their knowledge of previous studios and make design decisions across multiple design factors.*

Course Objectives
1. *Conceptualize an urban plan for a given context.*
2. *Translate an urban concept into architectural possibilities.*
3. *Translate architectural possibilities into programs, site configurations, and other pre-design elements.*
4. *Fully execute an architectural project from schematic design to construction documents.*
5. *Synthesize prior knowledge of critical thinking, representation, building practices, technical skills, historic knowledge, and professionalism into a single architectural work.*
6. *Collaborate with peers to research, assemble, organize and present information graphically and orally.*

Topical Outline
1. Urban Planning (20%)
2. Site Design (10%)
3. Programming (10%)
4. Schematic Design (20%)
5. Systems Design (10%)
6. Construction Documents (30%)

Prerequisites
All ARCH 3XXX and ARCH 41XX Courses

Textbooks/Learning Resources
TBD

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course
ARCH 4103, Structures, 3 credits

Course Description
In this lab based research course, students will study the chemical, biological, structural and finish properties of wood, steel, glass, concrete, plastics, and masonry.

Course Goals
1. *Students will interact directly with materials in a laboratory workshop to achieve a detailed knowledge of a material's physical properties.*
2. *Students will conduct structural and chemical testing to achieve a detailed knowledge of the associative quantitative properties of building materials.*

Course Objectives
1. *Build mock ups of varying building materials for testing structural forces and material limits.*
2. *Record rigorous field notes in a scientific process to obtain quantitative material science data through observational means.*
3. *Understand the chemical relationships between building materials.*
4. *Synthesize and graphically represent quantitative data.*
5. *Orally present visual information to express a specific viewpoint, paradigm or argument.*

Topical Outline
1. Material Science Research (30%)
2. Material Structural Testing (40%)
3. Material Chemical Testing (20%)
4. Graphic Representation and Presentation (10%)

Prerequisites
ARCH 3101, ARCH 3102, ARCH 3103, ARCH 3104

Textbooks/Learning Resources
1. The American Institute of Architects (2001), *Architectural Graphic Standards, 11th Edition*, Hoboken, New Jersey: John Wiley & Sons.
2. Ching, Francis D. K. (2008), *Building Construction Illustrated*, Hoboken, New Jersey: John Wiley & Sons.
3. Allen, Edward (2008), *Fundamentals of Building Construction*, Hoboken, New Jersey: John Wiley & Sons.
4. Ambrose, James, & Tripeny, Patrick (2010), *Simplified Engineering for Architects and Builders*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 4203, Culture, 3 credits

Course Description:
This course focuses on exposing students to the relationship between architecture and the vast cultural diversity of humanity.

Course Goals
1. *Students will immerse themselves in a culturally diverse community to acquire a detailed knowledge of varying cultures and human behaviors and how they manifest themselves in the built environment.*

Course Objectives
1. *Record in sketch, field notes, and other media, experiences and architectural influences from varying cultures.*
2. *Record observational data and quantify material, structural and environmental systems relative to cultural conditions.*
3. *Engage specific cultural conditions, without prejudice or judgment, to conceive of a responsive architectural solution.*
4. *Research, assemble, organize and present information graphically and orally.*

Topical Outline
1. Immersion-Based Cultural Research (50%)
2. Information Graphics Design (20%)
3. Writing, Research, and Oral Presentation skills (30%)

Prerequisites
All ARCH 31XX and ARCH 32XX Courses

Textbooks/Learning Resources
TBD

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 4204, Studio 8 – International \ Design-Build, 7 credits

Course Description:
This studio provides students the opportunity to engage in a local community design/build project or to study within an architecture program at a partner international institution.

Course Goals
1. *Students will achieve a detailed knowledge of a specific culture.*
2. *Students will achieve a detailed knowledge of cross disciplinary or international collaboration.*
3. *Students will engage in a participatory and culturally diverse design process.*

International Institution Course Objectives – Studio 8A
1. *Engage in phases of a design process for an international architectural project.*
2. *Identify and design within an international material culture and labor force.*
3. *Identify and design with an international building code.*
4. *Generate field notes and observational drawings of local precedents.*
5. *Create an architectural travel journal.*
6. *Engage in an international design community.*

Community Design Build Course Objectives – Studio 8B
1. *Organize and hold participatory design meetings.*
2. *Design and fully develop construction documents for a small scale structure.*
3. *Generate a construction budget.*
4. *Generate material lists, shop drawings, and construction schedules.*
5. *Perform construction administration and quality assurance.*
6. *Organize public presentations of final structure.*

Topical Outline
1. Cultural Analysis (20%)
2. Design (30%)
3. Design Development \ Construction (40%)
4. Construction \ Representation (10%)

Prerequisites
All ARCH 31XX and ARCH 32XX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 4205, Seminar D, 1 credit

Course Description
Seminars of various topics determined by the guest faculty on topics of design, ecology, economics or social issues pertaining to the profession. TBD

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
All ARCH 3XXX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 5101, Seminar E, 1 credit

Course Description
Seminars of various topics determined by the guest faculty on topics of design, ecology, economics or social issues pertaining to the profession. TBD

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
All ARCH 3XXX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH5103, Professional Practice, 3 credits

Course Description:
This business course introduces students to successful models for owning, operating, and managing an architectural practice.

Course Goals
1. *The primary objective of the course is to achieve a detailed knowledge of business and marketing planning, as well as leadership in business management.*
2. *Students will research varying established models and develop business and marketing plans to achieve a detailed knowledge of professional practice.*

Course Objectives
1. *Create a business plan for an architectural practice*
2. *Create a marketing plan for an architectural practice.*
3. *Identify varying models of architectural practice.*
4. *Identify varying business management methods within the profession of architecture.*
5. *Engage in the resources available to the profession to establish and manage a strong practice.*

Topical Outline
1. Established Architectural Practice Models (30%)
2. AIA Guidelines for Practice (30%)
3. Business and Marketing Planning (40%)

Prerequisites
All ARCH 3XXX Courses

Textbooks/Learning Resources
1. The American Institute of Architects (2008), *The Architecture Student's Handbook of Professional Practice*, Hoboken, New Jersey: John Wiley & Sons.
2. Allen, Edward (2011), *The Architect's Studio Companion*, Hoboken, New Jersey: John Wiley & Sons.
3. Fisher, Thomas (2006), *In the Scheme of Things*, New York, New York: Princeton Architectural Press.
4. Fisher, Thomas (2010), *Ethics for Architects: 50 Dilemmas of Professional Practice*, New York, New York: Princeton Architectural Press.

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 5104, Comprehensive 1, 7 credits

Course Description (limit 25 words):
The first part of a yearlong studio is a culmination of the core curriculum.

Course Goals
Design skills will be demonstrated through an architectural work which integrates critical and abstract thinking, with building systems knowledge, life safety considerations, financial, cultural and environmental balance, and construction documentation skills..

Course Objectives
1. The work will provide evidence of a student's ability to synthesize an architectural project through an independently created and executed design process.
2. Students will achieve a detailed proficiency in design methodologies in order to present a final, clear, and fully realized architectural project.
3. Design skills will be demonstrated through an architectural work which integrates critical and abstract thinking, with building systems knowledge, life safety considerations, financial, cultural and environmental balance, and construction documentation skills.
4. Students will achieve a detailed proficiency in critical thinking as applied to an architectural project.

Topical Outline
By Student

Prerequisites
All ARCH 3XXX and ARCH 4XXX Courses

Textbooks/Learning Resources
1. Groat, Linda (2001), *Architectural Research Methods*, Hoboken, New Jersey: John Wiley & Sons.

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 5201, Seminar F, 1 credit

Course Description
Seminars of various topics determined by the guest faculty on topics of design, ecology, economics or social issues pertaining to the profession. TBD

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
All ARCH 3XXX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 5202, Comprehensive II, 8 credits

Course Description (limit 25 words):
The second part of a yearlong studio is a culmination of the core curriculum.

Course Goals
Design skills will be demonstrated through an architectural work which integrates critical and abstract thinking, with building systems knowledge, life safety considerations, financial, cultural and environmental balance, and construction documentation skills..

Course Objectives

1. The work will provide evidence of a student's ability to synthesize an architectural project through an independently created and executed design process.
2. Students will achieve a detailed proficiency in design methodologies in order to present a final, clear, and fully realized architectural project.
3. Design skills will be demonstrated through an architectural work which integrates critical and abstract thinking, with building systems knowledge, life safety considerations, financial, cultural and environmental balance, and construction documentation skills.
4. Students will achieve a detailed proficiency in critical thinking as applied to an architectural project.

Topical Outline
By Student

Prerequisites
All ARCH 3XXX and ARCH 4XXX Courses

Textbooks/Learning Resources
By Student.

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

Number & Title of Course:
ARCH 5203, Applied Research, 3 credits

Course Description:
This lecture and research course seeks to advance the art and discipline of architecture.

Course Goals
1. *Students will propose, test and develop undocumented or as yet not discovered building assemblies, fabrication methods, or material applications.*
2. Students will develop a proficiency in an evidence based architectural research and development process.

Course Objectives
1. *Explore new architectural possibilities for materials, assemblies, and methods.*
2. *Engage in a scientific process.*
3. *Orally present scientific findings to express a specific viewpoint, paradigm or argument.*
4. *Collaborate with peers to research, assemble, organize and present information graphically and orally.*

Topical Outline
1. Hypothesis Development (30%)
2. Experimentation and Testing (50%)
3. Conclusions and Presentation (20%)

Prerequisites
All ARCH 3XXX and ARCH 4XXX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

4.2 FACULTY RESUMES

Name:
John Dwyer, AIA, ACSA

Courses Taught (two academic years prior to current visit):
ARCH 1102
ARCH 2101
ARCH 2203
ARCH 2201

Educational Credentials:
University of Minnesota College of Architecture and Landscape Architecture, Minneapolis, Minnesota
1996-2000 Master of Architecture

University of Minnesota College of Liberal Arts, Minneapolis, Minnesota
1992-1996 Bachelor of Arts – Major in Architecture

Teaching Experience:
2013-Present Dunwoody College of Technology Senior Instructor
2005-2013 U of MN College of Design Adjunct Professor
2004-Present U of MN College of Design Guest Critic
2002-Present U of MN College of Design Guest Lecturer

Professional Experience
2014-Present Dwyer/Oglesbay Architect – Founding Partner
2010-2014 John Dwyer Architect - Founder + Principal
2012-2014 Grain Tables - Founder + Principal
2004-2010 Shelter Architecture - Partner
2007-2008 The Design Studio @ NENA - Director
2000-2004 SALA Architects - Architect

Licenses/Registration:
AIA Minnesota Member #30318400 2004-Present
Licensed Architect – State of Minnesota #43166 January 21, 2004

Selected Publications and Recent Research:
"When the Lower Ninth Posed Proudly", *The New York Times,* byDeborah Sontag, February 9, 2006.
"Redelivering Architecture", *Residential Architect,* by John Dwyer, June-July 2007.
"INFILL / John Dwyer Architect", *Archdaily*, by Victoria King, May 29, 1012.
"Inspired Infrastructure", *Utne Reader*, Thomas Fisher, May-June 2006.
"Bearden Place", Archdaily, by Sebastian Jordana, May 3, 2010.
"5ive Promotes Sustainable Living", *Eco-Structures*, by Heather Beal, April 2009.
"45 Degrees North", *Architecture Minnesota,* by John Dwyer, Spring 2009.
"The Idealist", *Star Tribune,* by Linda Mack, March 2, 2008
"5ive House is a 10", *Star Tribune*, by Jason Hammond, September 2008.
"Diary of a LEED-H Home", *Treehugger,* by Lloyd Alter, June 6, 2007.
"The Clean Hub", *Design Like You Give A Damn,* co-authors Cameron Sinclair and Kate Stohr, December 2005.

Professional Memberships:
2013-Present ACSA
2011-Present AIA Minnesota

Name:
Stephen L Knowles, AIA, NCARB, ACSA

Courses Taught (two academic years prior to current visit):
ARCH 1102 – Studio 1
ARCH 1104 – Building Systems
ARCH 1204 – Building Envelope
ARCH 2101 – Portfolio
ARCH 2202 – Studio 4
ARCH 2203 – Statics & Material Strengths
ARCH 3202 – Studio 6 (Program & Client)
ARCH 4102 – Studio 7 (Interdisciplinary)
ARCH 4103 - Structures

Educational Credentials:
Iowa State University College of Design, Ames, Iowa
1989-1993 Master of Architecture

Iowa State University College of Design, Ames, Iowa
1982-1986 Bachelor of Arts – Major in Graphic Design

Teaching Experience:

2014-Present	Dunwoody College of Technology – Principal Instructor / Curriculum Chair
2009	AIA Wisconsin & Taliesin West Lecture
2002-Present	U of MN College of Design Guest Critic
1994-Present	Iowa State University College of Design Guest Critic
1997	Des Moines Art Center: Midwest Modern Lecture series

Professional Experience:

2001-Present	p-o-d studio LLC: Founder/Owner
2011-2016	Knowles Blunck Architecture: Principal/Owner
2000-2010	Walsh Bishop Associates: VP/Design Principal
1999-2000	DLR Group : Architect
1989-1999	Herbert Lewis Kruse Blunck Architecture (HLKB): Project Architect
1996-1998	K & Co. : Founder/Art Director
1990	Iowa Arts Council: Town Square Charrette, Lamoni, Iowa

Licenses/Registration:
National Council of Architectural Registration Boards (NCARB), Certificate # 58586
State of Minnesota Registration #40790
State of Iowa Registration #03598
State of Washington Registration #9323
State of Oregon Registration #5936

Selected Publications and Recent Research:
"On the Rise" pages 22-26, by Kathy Franzinger, Hotel Design, June 2010
"Temple of Luxury" pages 34-37, by Camille Lefevre, Architecture Minnesota, January/February 2009.
Herbert Lewis Kruse Blunck: Form and Technology, forward by Thomas Beeby, FAIA and introduction by Filippo Beltrami Gadola, l'Arcaedizioni, 2001.
"Projects" pages 130-135, by Linda Hallam, Architectural Record, June 2000.
"Velvet Cubicles" pages 66-71, by Jil Herbers and John PiersonFSB (Fortune Small Business Magazine) November 1999.
"Award Winning Architecture International Yearbook 1998/1999", Prestel Publishing, 1998.
"Giving Underrated Materials their Due" pages 34-39, *Extraordinary Offices,* Watson-Guptill Publications, 1998.
"Pride Of Place" pages 60-81, by Bruce Nussbaum, Business Week November 2, 1998.

Professional Memberships:

1995- Present	National American Institute of Architect
2007-Present	Urban Land Institute
2002-Present	AIA Minnesota Programs Committee
2000-Present	AIA Minnesota
2000-Present	AIA Minneapolis Chapter
1993-1999	AIA Iowa

Name:
Paul Strother CSI ACSA

Courses Taught (two academic years prior to current visit):
ARCH1101 Freshman Seminar
ARCH1103 The Site
ARCH1203 Building Codes
ARCH2102 Studio Three
ARCH2104 Building Service Systems

Educational Credentials:
University of Minnesota School of Architecture, Minneapolis, Minnesota
Bachelor of Architecture 1974

Teaching Experience:
2013-Present Dunwoody College of Technology Senior Instructor
2009-2013 Dunwoody College of Technology Adjunct Instructor

Professional Experience:
2010-Present Paul Strother Architect- Principal
1981-2010 Cluts O'Brien Strother Architects- Principal
1979-1981 Williams O'Brien Architects- Architect
1976-1979 Radloff Associates- Architect
1974-1976 Johnson Forberg Associates-Drafter/designer

Licenses/Registration:
Licensed Architect – State of Minnesota #13229 1978

Professional Memberships:
2013-Present AIA Minnesota
1986-Present Construction Specifications Institute

Name:
Molly Reichert, Associate AIA, ACSA

Courses Taught (two academic years prior to current visit):

ARCH3101-01	Representation I - Design
ARCH3102-01	Studio 5 - Site & Precedent
ARCH2202-01	Studio 4 - Resolved Schematic
ARCH3201-01	Representation II - Order
ARCH3202-01	Studio 6 - Program & Client
ARCH4203-01	Representation III - Culture

Educational Credentials:
SMITH COLLEGE Bachelor of Arts: Architecture, Urbanism, and Spanish | 2000-2004
UNIVERSITY OF CALIFORNIA, BERKELEY, Master or Architecture | 2006-2010

Teaching Experience:
Dunwoody College of Technology, Department of Architecture, Instructor | 2015 - Present
University of Minnesota: College of Design, Minneapolis MN, Adjunct Assistant Professor | 2012-2015
San Jose State University, Department of Interior Architecture, San Jose CA, Adjunct Assistant Professor | 2010-2011
UC Berkeley, Berkeley CA, Graduate Student Instructor | 2007-2010

Professional Experience

2014-Present	Reichert LLC - Founder
2012-Present	Futures North LLC - Partner
2014-Present	MRAJ LLC - Partner
2012-2013	Rebar Design Group
2011-2012	Coen and Partners
2009-2010	Rael San Fratelo

Selected Publications and Recent Research:
3M Art and Technology Award at Mia with Ben Arcand. 2016
AIA Home of the Year Award with PK Architecture, AIA Minnesota. 2016
Young Architects Award Nomination with Futures North, MoMA PS1. 2015
Outstanding Design Award for Little Box Sauna with MRAJ, College of Design, University of Minnesota. 2015
Outstanding Graduate Student Instructor Award, School of Architecture at the College of Environmental Design, UC Berkeley. 2009

Professional Memberships:

2013-Present	ACSA
2011-Present	AIA Minnesota
2012-Present	ACADIA

Name:
Wale Falade, Assoc AIA

Courses Taught :
ARCH 1102 – Studio 1
ARCH 1103 – Site

Educational Credentials:
University of Minnesota College of Design, Minneapolis, Minnesota
2008-2011 Master of Architecture

University of Minnesota College of Architecture and Landscape Architecture, Minneapolis, Minnesota
2001-2004 Bachelor of Science in Architecture

Teaching Experience:
2013-Present Dunwoody College of Technology, Adjunct Instructor
2010-Present U of MN College of Design Guest Critic
2009-2011 U of MN College of Design , Teaching Assistant

Professional Experience
2011-Present NewStudio Architecture - Designer
2010-2011 UNESCO World Heritage Historic Urban Landscapes - Consultant
2006-2008 Cluts Obrien Strother Architects - Designer
2005-2006 Archnet Companies - Designer/Drafter
2004-2005 Aamigus Architecture Group - Drafter

Selected Publications and Recent Research:
Preliminary Study on Public Spaces in Ilha De Moçambique, Co-author, July 2011
Inventory of the Public Squares, Stone Town, Zanzibar, Co-Author, January 2010
Empowering Makoko; Public Space as Catalyst. Presenter, AIA Minnesota Convention November 2011

Professional Memberships:
2011-Present AIA Minnesota

Name:
James Howarth, AIA, CDT, LEED AP BD+C, NCARB

Courses Taught:
ARCH3103 Architectural Theory
ARCH3203 History of Architecture 1

Educational Credentials:
University of Minnesota College of Design, Minneapolis, Minnesota
2005 Master of Architecture
University of Minnesota College of Architecture and Landscape Architecture, Minneapolis, Minnesota
2002 Bachelor of Science in Architecture

Teaching Experience:
2013-Present Dunwoody College of Technology Adjunct Instructor
2006-Present U of MN College of Design Adjunct Assistant Professor
2006-Present U of MN College of Design Guest Critic
2004-2005 U of MN College of Design Teaching Assistant

Professional Experience
2007-Present Perkins+Will – Project Architect
2003-2007 Rozeboom Miller Architects – Intern Architect

Licenses/Registration/Certifications:
Licensed Architect – State of Minnesota #47668 2009
LEED AP with Specialty 2006
- Building Design + Construction

Construction Specification Institute 2008
- Construction Documents Technologist Certified

NCARB Certified 2009
AIA Member #30377039 2005-Present

Name:
Mike Rodriguez, AIA, LEED AP, EDAC

Courses Taught (two academic years prior to current visit):
ARCH 4101 – Architecture Seminar – "The Art of Storytelling in Architecture"
ARCH 5101 – Architecture Seminar – "The Art of Sketching in Architecture"

Educational Credentials:
University of Illinois at Urbana-Champaign
1994-1996 Master of Architecture

University of Nebraska-Lincoln
1989-1994 BSAS – Architecture

University of Minnesota - Jury Member
2011-current

North Dakota State University – Jury Member
2011-current

Teaching Experience:
2016-Present Dunwoody College of Technology Senior Instructor
2000-2007 Johnson County Community College (Courses in association with the University of Kansas)

Professional Experience
2010-Present HDR Architecture – Vice President | Design Director
2007-2010 Populous – Associate Principal
2005-2007 PGAV Architects – Design Studio Lead
1996-2005 HOK Sport – Senior Associate

Licenses/Registration:
National Council of Architectural Registration Board, United States National Registration, No. 79263
Architect, Michigan, United States, No. 1301059254
Architect, Missouri, United States, No. 2001004074
Architect, Minnesota, United States, No. 49148

Evidence-based Design Accreditation and Certification, No. CHD-05-2025
LEED Accredited Professional, United States National Registration

Professional Memberships:
2013-Present ACSA
2011-Present AIA Minnesota
2007-Present CityBUILD Consortium of Schools
2005-2009 Architecture for Humanity Minnesota

Professional Awards:

Abbott Northwestern Hospital and Children's Hospitals and Clinics of Minnesota, The Mother Baby Center, Minneapolis, MN

- 2015 - Fitpregnancy.com – The Best Place to Give Birth in America
- 2014 – Honorable Mention, Ceramics of Italy Tile Competition
- 2014 – Gold Medal, IIDA Great Plains Chapter IDEA Awards
- 2014 – Merit Award Winner, CODA Awards
- 2013 - Modern Healthcare Design Awards – Citation/Built 28th Anniversary(6 of 76 selected for national award)
- 2013 - Leaders in Health Care Awards by Minnesota Business Magazine – Interior Design/Architecture Project Winner
- 2013 - Healthcare Design Awards – 1 of 4 projects selected by jurors subsection "It's all in the details" p. 85 Architectural and Interior Design Showcase p. 213
- 2012 - Finance and Commerce Magazines Top Project
- 2012 - CoDA Awards (Collaboration of Design + Art) top 100 people's choice award (selected amoung 433 entries)
- 2012 - Minnesota Physicians – Healthcare Architecture Honor Roll

Name:
Pablo Villamil

Courses Taught (two academic years prior to current visit):
ARCH 1102 – Studio 1
ARCH 1103 – The Site
ARCH 1104 – Building Systems
ARCH 1202 – Studio 2

Educational Credentials:
University of Minnesota College of Design, Minneapolis, Minnesota
2010-2013 Master of Architecture

University of Wisconsin Stout, Menomonie, Wisconsin
2005-2006 Bachelor of Science in Industrial Management

Dunwoody College of Technology, Minneapolis, Minnesota
2003-2005 Associates of Applied Sciences degree in Architectural Drafting and Estimating

Teaching Experience:
2015-Present Dunwoody College of Technology Adjunct Instructor

Professional Experience
2015-Present Dunwoody College of Technology
2015-Present Pablo Villamil Architect
2013-2015 Wold Architects and Engineers
2008-2009 Villamil Construction
2006-2008 CMA Architecture
2004-2005 Carlson & Carlson Surveying Company
2000-2003 Makers Mark Construction

Licenses/Registration:
Licensed Architect – State of Minnesota #54007 October 19, 2016

Selected Publications and Recent Research:

Professional Memberships:
2016-Present NCARB
2010-2015 AIA Minnesota

Name:
Erin Worms, Assoc. AIA, LEED AP

Courses Taught (two academic years prior to current visit):
ARCH 4104 – History of Architecture II

Educational Credentials:
University of Minnesota College of Design, Minneapolis, Minnesota
2009-2012 Master of Architecture

University of Minnesota College of Architecture and Landscape Architecture, Minneapolis, Minnesota
2002-2005 Bachelor of Arts – Major in Architecture

Teaching Experience:
2016-Present Dunwoody College of Technology Adjunct Instructor
2010-2012 U of MN College of Design Graduate Student Teaching Assistant
2016-Present Dunwoody College of Technology Guest Critic

Professional Experience
2012-Present NewStudio Architecture - Designer
2005-2009 Sperides Reiners Architects – Project Coordinator

Professional Memberships:
2012-Present AIA Minnesota
2009-Present USGBC LEED

Name:
Bruce N. Wright, AIA, AIGA

Courses Taught
DES 3341 – New Materials for Design ; U of MN, College of Design, 2006–Present
BDA 3250 – Portable Structures ; U of MN, Architecture program, 2014, 2015, 2016
CSBT 1000 – Freshman Seminar ; Dunwoody College of Technology
CSBT 1111 – The Industry [construction management] ; DCT
CMGT 1220 – Materials & Methods II: wood, steel, fabric ; DCT
CMGT 2230 – Capstone, CMgt [team teach] DCT
CSBT 2110 – Codes DCT
CMGT 2220 – Construction Administration [team teach]; DCT
ARCH 1204 – Building Envelope Systems ; DCT

Educational Credentials:
University of Minnesota College of Architecture and Landscape Architecture, Minneapolis, Minnesota 1974
Bachelor of Architecture

Université d'Aix-en-Provence, France
1983-85 Independent study, Art & Architecture History

University of Minnesota Graduate School, Minneapolis, Minnesota
1996 Master of Arts – Design/Housing/Apparel_Design History focus

Teaching Experience:
1989-1991 Minneapolis College of Art & Design Instructor
2006-Present U of MN College of Design Adjunct Instructor
2016-Present Dunwoody College of Technology Adjunct Instructor

Professional Experience
1988-Present Just Wright Communications - Founder + Principal
1996-2013 Fabric Architecture magazine, Editor
1986-1987 BRW, Architect/Press relations
1980-83, 1985 Architecture Minnesota magazine, Managing Editor
1978-1979 Rafferty, Rafferty, Tollefson – Architect
1974-1977 InterDesign - Designer

Licenses/Registration:
AIA Minnesota Member #30011681 1980-Present
Licensed Architect – State of Minnesota #14810 1980–Present

Selected Publications:
"Opening the door to Architects", author, *Specialty Fabrics Review*, April, 2017
"Stepping up to kinetic energy harvesting", author, *Advanced Textiles Source,* online journal, February, 2017
"Footprints of Carbon Fiber", author, *Advanced Textiles Source*, online journal, February, 2017.
"Inside and Out: collecting rainwater, deflecting airborne ash— integrating fabric into buildings", author, *Specialty Fabrics Review,* November 2016
"Faith in the details: specifying hardware for shade structures", author, *Specialty Fabrics Review,* September 2016
Book: "Leo A Daly: 100: A century of Leo A Daly Offices;" Co-writer, 2015
Book: "Peter Seitz: Designing a Life"; co-author; Minneapolis College of Art & Design/Walker Art Center, 2007 Book:
"Ralph Rapson: Sixty Years of Modern Design"; co-author; Afton Historical Society Press, 1999

Professional Memberships:
2012-Present AIGA
1980-Present AIA Minnesota
1989-1994 IDSA
1980-1983 SEGD

4.3 STUDIO CULTURE POLICY

Studio Culture Policy: http://www.dunwoody.edu/architecture/studio-culture/

4.4 SELF ASSESSMENT POLICIES AND OBJECTIVES

College Annual Assessment Report: https://drive.google.com/open?id=0B1QTS1gPOshzTjduSDJncW96VFk

4.5 COLLEGE POLICIES

College Student Handbook: http://www.dunwoody.edu/pdfs/DunwoodyCollege-2011-12-Catalog-and-StudentHandbook.pdf
Faculty Handbook: Click Here

4.6 INFORMATION RESOURCE POLICIES

Central Library: http://www.dunwoody.edu/library/library-services/
Design Library: http://www.dunwoody.edu/library/design-library-services/
Digital Fabrication Lab: https://drive.google.com/open?id=0B1QTS1gPOshzc3Y0Q1lfV2ZacGM

4.7 RESPONSE TO THE OFFSITE PROGRAM QUESTIONNAIRE

The Program anticipates initiating study abroad programs with partner institutions and currently maintains no branch locations. The offsite program questionnaire does not apply to the program at this time.

4.8 ANNUAL STATSTICAL INFORMATION

College Facts and Statistics: http://www.dunwoody.edu/about/facts/
National Center for Education Statistics: https://nces.ed.gov/collegenavigator/?id=175227

4.9 PREVIOUS VISITING TEAM REPORT (VTR)

http://dunwoody.edu/pdfs/Dunwoody_College_VTR_Public.pdf

National Architectural Accrediting Board, Inc.

March 10, 2014

Richard Wagner, Ph.D.
President
Dunwoody College of Technology
818 Dunwoody Boulevard
Minneapolis, MN 55403

Dear President Wagner:

At the February 2014 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Application for Candidacy* for the Dunwoody College of Technology.

As a result, the proposed professional architecture degree program, **Bachelor of Architecture** has been accepted as eligible for candidacy. A visit for initial candidacy has been added to the Visit List for spring 2015. This visit will be conducted under the provisions of the NAAB *2009* Conditions for Accreditation and Section 3 of the NAAB Procedures for Accreditation*, 2012 Edition,* **Amended.**

1101 Connecticut Avenue, NW
Suite 410
Washington, DC 20036

tel 202.783.2007
fax 202.783.2822

www.naab.org
info@naab.org

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

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

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

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

Very truly yours,

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

cc: John Dwyer, AIA, Senior Instructor
Brian Kelly, AIA, Eligibility Reviewer

Enc.

Date: Thursday, February 12, 2014

MEMORANDUM FOR THE NATIONAL ARCHITECTURAL ACCREDITING BOARD

FROM: BRIAN P. KELLY, AIA
DIRECTOR

SCOTT VEAZEY, AIA
DIRECTOR

SHANNON B. KRAUS, FAIA
PRESIDENT-ELECT

ANDREA S. RUTLEDGE, CAE
EXECUTIVE DIRECTOR

SUBJECT: Eligibility for Initial Candidacy – Dunwoody College of Technology B. Arch (165 semester credits).

1801 Connecticut Avenue, NW
Suite 410
Washington, DC 20009
www.naab.org
tel: 202.783.2007
fax: 202.783.2822
email: info@naab.org

On August 8, 2013, Dunwoody College of Technology filed a completed application for initial candidacy for an accredited of Bachelor of Architecture (B. Arch.). This application was filed under the terms of Section 4 of the *NAAB Procedures for Accreditation,* 2012 Edition, AMENDED.
E
The next step is to determine whether the proposed degree program is eligible for initial candidacy. Because Dunwoody College of Technology does not currently offer a NAAB-accredited degree, an eligibility visit was required. The visit was conducted on January 29-30, 2014 by Brian P. Kelly, AIA. The application was reviewed by a panel consisting of the executive director, and one additional member of the board. In order to ensure balance between practitioners and educators, and to avoid potential conflicts of interest, Scott Veazey, AIA, and Shannon B. Kraus, FAIA served as the third and fourth members of the panel.

The purpose of the eligibility visit is three-fold:
- To review the *Conditions* and *Procedures* with the proposed program's administrators, faculty, staff, and students.
- To confirm the institutional commitment to the implementation of the *Plan for Achieving Initial Accreditation*.
- To review the physical, financial, human, and information resources committed to the program.

Upon completing the visit, the reviewer is required to submit a memorandum to the NAAB Directors addressing four areas:

1. A review of the resources committed to the program
2. Commitment of the institution to implementation of the *Plan for Achieving Initial Accreditation*.
3. Assessment of the readiness of the program to complete a visit for initial candidacy.
4. Recommendation to the NAAB directors to accept or not accept the program as eligible for initial candidacy. The recommendation will also identify the length of time that should elapse before scheduling the initial candidacy visit.

General Information

Dunwoody College of Technology is a private, non-profit technical institution located in Minneapolis, Minnesota. Founded in 1914, Dunwoody is the oldest institution of its kind in the Upper Midwest. The prominent Minneapolis businessman, William Hood Dunwoody, left three million dollars in his will to establish Dunwoody. His purpose was to "provide for all time a place where youth without distinction on account of race, color or religious prejudice, may learn the useful trades and crafts, and thereby fit themselves for the better performance of life's duties." This 100-year commitment to diversity and inclusion still resonates with the institution (see, *Plan for Achieving Initial Accreditation,* p. 7)

During his lifetime, William Hood Dunwoody lived a philosophy of helping others to help themselves. Today, Dunwoody perpetuates this philosophy. In the spirit of this heritage and long tradition, Dunwoody facilitates the learning process by preparing people for technical employment and by retraining employed workers. As Dunwoody's students are taught to learn more effectively, they develop the skills needed to adapt to industry demands and technological changes. It is Dunwoody's goal that graduating students will become responsible, contributing citizens, as well as able technicians and leaders in their professions.

The B. Arch. Program is an evolution and expansion of one of the College's oldest two-year associate's degree programs: Architectural Drafting and Estimating. The new program is the product of a special advisory committee formed in 2010. The committee met semi-annually to discuss the feasibility and possible pedagogies for the program. The academic ideals of professional preparation and technological proficiency were identified immediately not only as in alignment with the ideals of the College, but as a great need within the local academic and professional community. The program will initiate its curriculum and enroll its first cohort in the Fall of 2014 with the hopes of achieving initial accreditation by the Spring of 2019 (see February 5, 2014 email, attached).

The proposed program is a five-year, full-time professional bachelor's degree program to be offered within the Construction Sciences and Building Technology Department. The five years are structured internally as a two-plus-three, with students receiving an Associate of Applied Sciences degree after their first two years and the B. Arch. degree after the remaining three years.

Consistent with Dunwoody's traditions, the proposed B. Arch. program is envisaged as having close ties to the profession with a strong emphasis on evolving design and building technologies.

1. Review of Resources Committed to the Program

Human Resources

Architecture Program policy stipulates, "full-time faculty members [will] possess a degree from an accredited architecture program as well as a current license to practice architecture in at least one state within the United States." Likewise the nascent policy prescribes, "Adjunct and other part-time faculty must be graduates of a degree program relevant to their subject and demonstrate a high level of professional and practical experience in that subject. Further, it is the objective, though not a requirement, of the program that all faculty members educate within a degree program that is lesser than the one they possess." The strong emphasis on professional registration for faculty members is consistent with Dunwoody's pedagogical approach that places expert practitioners in the classroom.

Currently there are two-full time faculty members teaching in the Architectural Drafting and Design program and an additional four faculty members who engage the program in a part-time status. It is envisaged that the program will require additional full-time and part-time colleagues to achieve its mission. Funding for additional faculty has been modeled in the proposed program budget.

The *Plan for Achieving Initial Accreditation* also describes Dunwoody's commitment to continuing education for faculty members, which is facilitated by financial support for study at other institutions, as well as financing of professional membership dues and continuing education opportunities.

Administrative structure for the program is already in place. As the program grows, it may be necessary to add an administrative assistant to support the program. The Architecture Program will rely on the already established recruitment, counseling, and placement units at Dunwoody.

Financial Resources

As a non-profit, private institution, the College relies heavily on enrollment and tuition to support itself. The *Plan for Achieving Initial Accreditation* forecasts a five-year projection of revenues and costs (*Plan for Achieving Initial Accreditation* p 21). College leadership is committed to funding the program at the levels indicated in the *Plan for Achieving Initial Accreditation*.

Because Dunwoody's degree programs are tuition-driven, recruiting students for the proposed B. Arch. program is paramount to the program's viability. If established, Dunwoody's B. Arch. program would be the only one of its kind within a 250-mile radius of Minneapolis. College leadership believes that a niche for this type of degree exists among first-generation college bound individuals, persons from under-represented groups, and those desiring to minimize the time toward professional licensure. It is the objective of the program to maintain five cohorts of students, each comprised of an average of 18 students. Development of a recruitment plan is underway.

Physical Resources

Facilities: The current two-year associate degree Architectural Drafting and Design program occupies approximately 4,990 NASF in the College's main building. As the Architecture Program enrollment expands in years 3-5, space currently used by the Construction Management Program will be allocated to support the program's needs. The *Plan for Achieving Initial Accreditation* includes a schematic design for studio renovations that would augment the existing instructional environment bringing the facility to approximately 8,900 NASF. Reaching this goal will involve allocation of significant financial resources that will be part of a capital fundraising plan. The Architecture Program also has access to shared classroom spaces elsewhere in Dunwoody's main building, the use of which could be simply a matter of classroom scheduling.

Digital: Dunwoody currently provides students with laptop computers and software used in their coursework. This ensures compatibility between devices when sharing files and working in collaborative modes. Additionally, the program has plotting and printing capacity on site. The *Plan for Achieving Initial Accreditation* does not identify how the program will build the capacity to utilize both digital and manual fabrication tools in service of creating three-dimensional models of student design work.

Trouble Shooting: The program has identified several challenges in moving forward with regard to physical and digital resources (outlined on Page 20 of the *Plan for Achieving Initial Accreditation*). None of these issues seem to be insurmountable.

Information Resources

Dunwoody maintains a small library that services all of the programs in the College. The current collection provides emphasis on the professional and technical aspects of the disciplines housed in the college. The architecture-related book collection consists of approximately 500 volumes dedicated to Architecture Reference, Architecture History/Preservation, Art, Building and Construction, Interior Design, and Landscape Design, as well as other related subjects. It is the intent of the library to catalog these books as part of the process toward a Library Impact Statement and, as such, to coordinate current holdings with a new Architecture Program bibliography.

While on site the NAAB representative and Dunwoody leadership discussed the obvious challenges of assembling a traditional library built primarily of physical books and periodicals. As an alternative, several scenarios were discussed that would assist Dunwoody in developing information resources to support a professional degree program. They were:

- Build a library based upon networks of information resources such as interlibrary loans, online journal access, digital research portals, and relationships with local collections;
- Build a library that reflects Dunwoody's traditional connectivity to practice and new technologies, perhaps in the form of a materials or building technology collection that would house physical artifacts associated with the construction process;
- Think of the librarian as the information resource professional rather than simply as a keeper and curator of books. In this mode, the librarian would teach research methodologies, introduce students to search technologies and research portals that would enable them to access reliable information and knowledge electronically;
- Network the librarian with others in the field. One of the library staff members was recently registered in the Association of Architecture School Librarians and is slated to attend that organization's annual meeting.

2. Commitment of the Institution to the Implementation of the *Plan for Achieving Initial Accreditation*

During the eligibility visit the NAAB representative met extensively with leadership of the College including:

Richard Wagner, President
Jeff Ylinen, Provost
Bridget Reynolds, Dean of Construction Sciences & Building Technology
John Dwyer, AIA, Senior Instructor and Interim Program Manager
Paul Struther, AIA, Senior Instructor

The leadership team was well versed in the details of Dunwoody's bid for a professional degree program in architecture. The institution is in the process of re-positioning itself and envisions Dunwoody as Minnesota's first and only polytechnic school. Architecture figures heavily in transition from vocational school to technical college to polytechnic institution. The President reaffirmed the College's commitment to establish an accredited B. Arch. program at Dunwoody in the timetable outlined in *The Plan for Achieving Initial Accreditation.*

3. Readiness of the Program to Complete a Visit for Initial Candidacy

Assessment of the Timeline Toward Initial Candidacy:

The College has already implemented the initial two years of the 2+3 B ARCH curriculum by transforming a pre-existing associate degree program, "Architectural Drafting and Estimating" into the "Architectural Drafting and Design" program (the new curriculum provides greater emphasis coursework compatible to the B. Arch. curriculum). The final three years of the B. Arch. program would likely be initiated in the fall of 2016. The timeline is articulated clearly in Provost Ylinen's cover letter for *The Plan for Achieving Initial Accreditation*.

What an Initial Candidacy Team Might Expect to See:
Human Resources: The team would likely encounter plans for expanding the full-time faculty members in the program, with the possibly of a faculty search underway at the time of the visit. Plans for how to engage adjuncts and/or full-time colleagues who will provide specialized instruction in areas such as architectural history or structures would be underway.

Financial Resources: With the curriculum implemented, better understanding of enrollment potential for the program would likely be known at the time of an Initial Candidacy Visit. This information would be useful as tuition income will directly impact the viability of the program, particularly its ability to hire additional faculty colleagues.

Facilities: An interim plan for facilities expansion and reconfiguration would likely be available to the team.

Information Resources: The team would likely find evidence of further development of information resources in service of an architecture program.

Curriculum and Student Work: An initial candidacy team should expect to see student work from the first two years of the 2+3 program. Additionally, the team would likely see curricular development of the third through fifth years underway. While a preliminary matrix of SPC was included in *The Plan for Achieving Initial Accreditation*, a second draft of that matrix would likely be underway.

Program Leadership: The program manager will have gained broader sense of the strategies for a successful start-up program in architecture by networking with colleagues at aspirational peer institutions and by participating in academic conferences such as those organized by the Association of Collegiate Schools of Architecture.

Other Comments From the Review Panel
Founding Principles: The Plan for Initial Accreditation clearly states the aspirations of Dunwoody's proposed program. Notably the four founding principles of the program (design, technology, the profession, and communication, see p 4) serve to guide the vision and mission in a manner that reflects Dunwoody's commitment to professionally grounded education. The principles are consistently and effectively referenced in the Five Perspectives, as well as in the Program Self-Assessment. This is commendable.

Real-world problems: The program emphasizes a practical, "real-world" approach to architectural pedagogy. This is consistent with the mission of the institution in which the program is housed. Less thought seems to have been given place of the "abstract" and "theoretical" in the context of the curriculum. Effective design and design thinking rely upon both abstract thinking and concrete technological competency. Consequently some development of the more conceptual polarity would likely benefit the broader curricular vision.

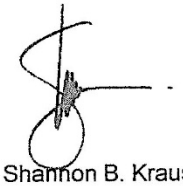
Procedures: Procedures for faculty appointments, assessment, and promotion are well considered and should serve the program well as it begins to expand its instructional

staff. Likewise, criteria for student evaluation and admissions should serve to provide an effective framework for admissions process.

Respectfully submitted,

Brian P. Kelly, AIA

Scott Veazey, AIA



Shannon B. Kraus, FAIA

Andrea S. Rutledge, CAE

Attachments

4.11 PLAN FOR ACHIEVING INITIAL ACCREDITATION

OVERVIEW

The Dunwoody College of Technology's Bachelor of Architecture program initiated its curriculum in Fall Semester of 2014. The program is a five-year, full-time professional bachelor's degree program that will be offered within the Construction Sciences and Building Technology Department. The five years are structured internally as a two plus three, with students receiving an Associate of Applied Sciences degree after their first two years and the Bachelor of Architecture degree after the remaining three years.

WHY

Over the past several years, we have witnessed two divergent forces in the art, discipline, and profession of architecture. In complexity, multiplicity, and sophistication, technology is advancing at an increasingly rapid rate. This massive change has created opportunities to radically evolve the way buildings are conceived, communicated, documented, fabricated, delivered and constructed. Advancements in design technology are changing the way we generate building forms, simulate building performance, represent architectural conditions, organize building information, generate construction documents, and deliver project management. Advancements in building technology are compounded by an increasingly clearer knowledge of the relationship between buildings, economics, human sustainability, and our global ecological impact. This has generated a great depth and breadth of new building systems, subsystems, materials, methods, practices, and building standards.

At the same time, we recognize the increasingly challenging timeline for licensure and professional circumstances for graduating architecture students in our region. Currently, the nearest Bachelor of Architecture program is over 200 miles of the Twin Cities metropolitan area. There are also no Bachelor of Architecture programs, nor any polytechnic institutions, within the state of Minnesota. This has made for a long path to licensure, and the timeline to professional practice, for students in our region.

We also observe that, throughout human history, technological advancement has inspired new architectures. If we can embrace this technological change, significantly shorten the path to licensure, and initiate a student's professional career during their academic career, we believe there is a great opportunity for a new generation of architects capable of discovering new architectures from new technologies for the betterment of humanity. This was the inspiration for the formation of the Bachelor of Architecture Program at the Dunwoody College of Technology.

PROFESSIONAL PRACTICE

The program values the profession of architecture and seeks to strengthen it by generating graduates that are ideally poised to succeed as leaders in the architectural community. Students will be guided along several steps of their path to licensure during their education. At the onset of the program, students will initiate an official NCARB council record. Over the first two years, students will gain a proficiency in industry standard design, documentation and project management skills. This, coupled with the program's strong connection to the profession through its program advisory committee, will allow students the opportunity to acquire intern development hours between terms. In their final year, students will be prepared to site for the Architectural Registration Exam immediately after graduation. Students will also take courses in accounting, business management, and marketing.

DESIGN TECHNOLOGY

The program recognizes the recent and ongoing massive changes in design technologies and the many ways in which they are transforming the art, discipline, and practice of architecture. The program seeks to give students the capacity to couple a high level of proficiency in new and emerging design tools along with a constant curiosity about their architectural implications. The first two years of the curriculum focus on acquiring this proficiency, while the remaining three years explore the possibilities of evolving or discovering new architectures from new design technologies.

BUILDING TECHNOLOGY

The program also recognizes the recent and ongoing massive changes in building technologies and the increasing cultural and economic value of building performance. The program seeks to give students the capacity to acquire a complete knowledge of the breadth and depth of building technologies throughout human history. Further, the program seeks to give students an understanding of building technologies within specific historical, cultural, social, economic and ecological contexts. The first two years of the curriculum focus on acquiring a proficient knowledge of current building technologies within their current context. The final three years provide historic contexts for building technologies and explore the possibilities of evolving the current ideal of sustainability through building performance.

These three core ideas form the armature upon which the Architecture Program at Dunwoody is organized. As the program grows in staff, curriculum, faculty, student body, and academic resources, it is the intention that these ideas influence its development in all aspects from curriculum and evaluation methods, to faculty credentials and learning culture policies.

PART ONE – ANALYSIS OF THE PROGRAM

SEE THE FOLLOWING SECTIONS OF THE ARCHITECTURE PROGRAM REPORT

PART I: INSTITUTIONAL SUPPORT & COMMITMENT TO CONTINUOUS IMPROVEMENT

PART I: SECTION 1 —IDENTITY & SELF-ASSESSMENT
I.1.1 HISTORY AND MISSION
I.1.2 LEARNING CULTURE
I.1.3 SOCIAL EQUITY
I.1.4 DEFINING PERPSECTIVES
I.1.5 LONG RANGE PLANNING
I.1.6A PROGRAM SELF ASSESSMENT
I.1.6B CURRICULAR ASSESSMENT

PART I: SECTION 2 —RESOURCES
I.2.1 HUMAN RESOURCES
I.2.2 PHYSICAL RESOURCES
I.2.3 FINANCIAL RESOURCES
I.2.4 INFORMATION RESOURCES
I.2.5 ADMINISTRATIVE STRUCTURE

PART II: EDUCATIONAL OUTCOMES AND CURRICULA

PART II: SECTION 1
II.1.1 STUDENT PERFORMANCE CRITERIA

PART II: SECTION 2
II.2.1 INSTITUTIONAL ACCREDITATION
II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

PART II: SECTION 3
II.3 EVALUATION OF PREPARATORY EDUCATION

PART II: SECTION 4
II.4 PUBLIC INFORMATION

PART 2: TIMELINE FOR ACHIEVING INITIAL ACCREDITATION

COMPLETED TIMELINE FOR INITIAL CANDIDACY

August 2013	Submitted Candidacy Application by Dunwoody College of Technology to NAAB
September 2013	Determination of Eligibility by NAAB
September 2013	Eligibility Visit
September 2013	NAAB Board Action on Eligibility of Candidacy
February 22, 2014	Submitted Architecture Program Report for Initial Candidacy
Summer 2014	NAAB Board of Directors Action and Scheduling of Site Visit
March 12-14, 2015	Site Visit by NAAB Visiting Team
Spring 2015	Submittal of Candidacy-Visiting Team Report
Summer 2015	NAAB Board of Directors Decision
August 2015	Transmittal of the Board of Directors Decision
September 2015	Public Disclosure of APR-IC, C-VTR, and Candidacy Status

IN PROGRESS TIMELINE FOR CONTINUING CANDIDACY

July 2016	Approved Request to Postpone Visit from Spring 2017 to Fall 2017
March 1, 2017	Submitted Architecture Program Report for Continuing Candidacy
Summer 2017	NAAB Board of Directors Action and Scheduling of Site Visit
Fall 2017	Site Visit by NAAB Visiting Team
Fall 2017	Submittal of Candidacy-Visiting Team Report
Fall 2017	NAAB Board of Directors Decision
Winter 2017	Transmittal of the Board of Directors Decision
Winter 2017	Public Disclosure of APR-CC, C-VTR, and Continuing Candidacy Status

TIMELINE FOR ACHIEVING INITIAL ACCREDITATION

Summer 2018	Graduate First B.Arch Cohort
Winter 2018	Submit Architecture Program Report for Initial Accreditation
Spring 2019	NAAB Board of Directors Action and Scheduling of Site Visit
Fall 2019	Site Visit by NAAB Visiting Team
Fall 2019	Submittal of Candidacy-Visiting Team Report
Fall 2019	NAAB Board of Directors Decision
Winter 2019	Transmittal of the Board of Directors Decision
Winter 2019	Public Disclosure of APR-CC, C-VTR, and Continuing Candidacy Status

PART 3: SUPPLEMENTAL INFORMATION

3.1 Course Descriptions – See Section 4.1

3.2 Faculty Resumes – See Section 4.2

4.12 ARCHITECTURE PROGRAM BIBLIOGRAPHY

INDECIES

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EBSCO Art & Architecture Complete

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A + U (Architecture and Urbanism) = Kenchiku to toshi
Abitare
Architect
Architectural Record
Architectural Review
Architecture Minnesota
ARQ: Architectural Research Quarterly
Competitions
Crit, the Journal of AIAS
El Croquis
Detail (Munich)
Domus
GA Document
GA Houses
ID (International Design)
Journal of Architectural Education (JAE)
Mark Magazine
Metropolis
Praxis: Journal of Writing and Building
2G
ACSA News
Architect's Newspaper
Azure
BlueprintMonthly
Dwell
GA Architect
Materials Monthly
The Plan: Architecture and Technologies in Detail
Wallpaper

MATERIALS + PRODUCTS

MATERIAL AND ASSEMBLY SOURCES

Materials Monthly
Material Connexion
Minneapolis – Saint Paul CSI
By Donation
By Creation

MATERIAL AND PRODUCT STRUCTURE

FACILITY CONSTRUCTION
Division 03 — Concrete
Division 04 — Masonry
Division 05 — Metals
Division 06 — Wood, Plastics, and Composites
Division 07 — Thermal and Moisture Protection
Division 08 — Openings
Division 09 — Finishes
Division 10 — Specialties
Division 11 — Equipment
Division 12 — Furnishings
Division 13 — Special Construction
Division 14 — Conveying Equipment

FACILITY SERVICES
Division 21 — Fire Suppression
Division 22 — Plumbing
Division 23 — Heating Ventilating and Air Conditioning
Division 25 — Integrated Automation
Division 26 — Electrical
Division 27 — Communications
Division 28 — Electronic Safety and Security

SITE AND INFRASTRUCTURE
Division 31 — Earthwork
Division 32 — Exterior Improvements
Division 33 — Utilities
Division 34 — Transportation
Division 35 — Waterways and Marine Construction

PROCESS EQUIPMENT
Division 40 — Process Integration
Division 41 — Material Processing and Handling Equipment
Division 42 — Process Heating, Cooling, and Drying Equipment
Division 43 — Process Gas and Liquid Handling, Purification

STORAGE EQUIPMENT
Division 44 — Pollution Control Equipment
Division 45 — Industry-Specific Manufacturing Equipment
Division 46 — Water and Wastewater Equipment
Division 48 — Electrical Power Generation

4.13 STATE AND REGIONAL ACCREDITATION LETTERS

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

May 13, 2015

Dr. Richard Wagner
President
Dunwoody College of Technology
818 Dunwoody Blvd.
Minneapolis, MN 55403

Dear President Wagner:

This letter serves as formal notification and official record of action taken concerning Dunwoody College of Technology by the Institutional Actions Council of the Higher Learning Commission at its meeting on May 5, 2015. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC continued the accreditation of Dunwoody College of Technology with the next Reaffirmation of Accreditation in 2022-23.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at http://www.hlcommission.org/isr-request.

Information on notifying the public of this action is available at http://www.hlcommission.org/HLC-Institutions/institutional-reporting-of-actions.html.

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

Sincerely,

Barbara Gellman-Danley

Barbara Gellman-Danley
President

CC: ALO

MINNESOTA OFFICE OF HIGHER EDUCATION

reach higher

November 28, 2016

Carla Pogliano
Dunwoody College of Technology

,

Dear **Carla:**

I am pleased to inform you that your Degree Granting Institution Registration Renewal application is complete and that **Dunwoody College of Technology** is on the list of private post-secondary education institutions maintained by the Minnesota Office of Higher Education. The list includes post-secondary education institutions operating in Minnesota whose name and degrees are approved by the Office of Higher Education and can be found on the web at: http://www.ohe.state.mn.us/sPages/PIRAll.cfm

Registered or approved institutions may indicate that they are registered, but only with the language specified by statute and listed below. You are not required to make any references to registration with the Office of Higher Education in publications or promotional materials *except in catalogs, applications and enrollment materials*in which, the following language must be included in its entirety:

*" **Dunwoody College of Technology** is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."*

Degree Granting Institution Registration must be renewed annually but remains in effect unless voluntarily surrendered by a school or withdrawn by this office.

If you have any questions please contact me at (651) 259-3965 betsy.talbot@state.mn.us or Brian Geraghty at (651) 259-3976 brian.geraghty@state.mn.us.

Sincerely,

Betsy Talbot
Manager, Institutional Registration & Licensing

MINNESOTA OFFICE OF HIGHER EDUCATION

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Dunwoody College of Technology is approved to offer the following programs in the state of Minnesota:

Program Title	Credential Level	Status
Bachelor of Science in Software Engineering	Bachelor of Science	active
Flooring Installation for Residential Carpet - Non-Credit Bearing Certificate of Completion		active

1450 Energy Park Drive, Suite 350 - St. Paul, MN 55108-5227

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