

***Architecture
Program Report***

Dunwoody College of Technology
Department of Architecture

9/7/2022

NAAB

National
Architectural
Accrediting
Board, Inc.



Architecture Program Report (APR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

Institution	<u>Dunwoody College of Technology</u>
Name of Academic Unit	Department of Architecture
Degree(s) (<i>check all that apply</i>) Track(s) (<i>Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours</i>)	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u> Track: <input type="checkbox"/> <u>Master of Architecture</u> Track: Track: <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2019
Current Term of Accreditation (<i>refer to most recent decision letter</i>)	Continuing Accreditation (Eight-Year Term)
Program Administrator	Korrin Howard, Program Director, School of Design
Chief Administrator for the academic unit in which the program is located (<i>e.g., dean or department chair</i>)	Trevor Bullen, Academic Dean, School of Design
Chief Academic Officer of the Institution	Scott Stallman, Provost
President of the Institution	Rich Wagner, President
Individual submitting the APR	Korrin Howard, Program Director, School of Design
Name and email address of individual to whom questions should be directed	Korrin Howard, Program Director, School of Design khoward@dunwoody.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted



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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

Program Response to Conditions Not Met (2019)

D.5 Professional Conduct

2019 Team Assessment: Although elements of the SPC have been sufficiently covered in ARCH 5103 Professional Practice, the team did not find sufficient evidence of student achievement at the prescribed level in student work provided regarding the NCARB Rules of Conduct. The team requested additional information on this SPC, and the program provided three examples in the high pass student work. Only one of the three indicated a knowledge of the NCARB Rules of Conduct as distinct from the AIA Code of Ethics, as called out in the condition. The professional practice coursework appears to be lumping these two together and calling them the NCARB/AIA code of ethics. They are indeed separate, and a potential architect should know where to go to find each. Accordingly, the SPC is **Not Met**.

Response from Program (2021): Following receipt of the 2019 Initial Accreditation Visiting Team Report (VTR), revisions were made to the ARCH 5103 Professional Practice course to address the concerns raised by the visiting team. The course syllabus, outcomes, competencies and assignments were updated to reinforce and differentiate between the NCARB Rules of Conduct and the AIA Code of Ethics. NAAB Target Standard “D.5. Professional Conduct” was specifically identified and added as a course outcome in the revised syllabus. In addition, three additional course competencies that relate to D.5 are included, as follows:

- Explain the ethical implications of architectural licensure.
- Identify established professional ethical codes.
- Present professional ethics research with a deliverable

Course assignments include student conduct of independent research on ethical topics in architectural practice, and directly relating those questions to the aforementioned standards.

II.2.2 Professional Degrees and Curriculum:

2019 Team Assessment: The program appropriately reserves the B. Arch. degree title to the candidate professional degree. The APR details the curriculum for the B. Arch. degree, which includes 68 credit hours in a preliminary AAS degree sequence with an additional 90 credit hours to complete the professional B. Arch. degree. Although the APR breaks this down to include the required 45 credit hours of General Studies, it designates only six distinct credit hours of professional electives, or Optional Studies as defined by NAAB (as opposed to the 10 distinct hours required in the condition and confirmed with the NAAB staff). According to discussions with the program manager prior to and during the visit, the program intends to examine topical studios in the fourth year – where SPC outcomes are addressed in other courses – and other potential topical/multidisciplinary coursework to determine courses that



can be added or re-designated to meet the NAAB definition of Optional Studies. Based on these discussions, the team feels that the deficiency is minor, and that the program has a plan to adequately correct it prior to the next accreditation visit, although at this time the condition is **Not Met**.

Response from Program (2021): As noted in discussions between the Visiting Team and program manager, the program has developed topical studios in the fourth year of the curriculum to provide students with a range of opportunities to explore areas of interest within their field of study. These include studios around the following topics:

- **Designing the Fourth Coast:** Exploring the Mississippi River as building site.
- **MPLS 2040 Plan Studio:** An in-depth look at the implication of the City's 2040 plan.
- **Structures of Resistance:** A critical look at Native American structures and fabrication.

Fourth year studios have traditionally included a travel abroad option for students to gain a global perspective on architectural practice. Study abroad and travel have been restricted since the onset of the COVID pandemic. This has limited the scope and extent of topical studios over the last three years. As the pandemic wanes, the program is looking to reestablish, reimagine and expand study abroad options in the months/years ahead.

The program has sought to provide topical and multidisciplinary options for students within other coursework where SPC outcomes are addressed. Specifically, a series of topical one-credit courses were added to the new curriculum which allows for expanded professional topics and focused tracks through the program, touching on the areas of urbanism, landscape, parametric design, and material studies. The goal of the seminars is to highlight pathways to alternative fields as well as demonstrate how these aspects of architectural practice are conducted. Similar one-credit courses have been developed across the School of Design (SoD). The school's administration intends to align the general structure of the architecture, interior design, and graphic design degree curricula by the fall of 2024. This will greatly expand opportunities for students in each of the three disciplines to enroll in cross-disciplinary electives in the future.

Further, in 2020 the department launched an annual [Design+Construction Conference](#) in conjunction with the Construction Sciences & Building Technology department. Attending the conference is a course requirement for students and they get to choose from dozens of workshop sessions. Industry professionals are invited to present on a wide range of topics, such as the following from the 2021 conference:

- Integrated Solutions Create Resilience that Endures a Pandemic- and Beyond!
- AIA's Framework for Design Excellence
- Pre-Construction and Design Phase Management
- Architectural Decorative and Solar Films
- Renewing Altmeyer: From Mid-century to Post-Carbon

Following the conference, students reflected upon the presentations they attended via discussion questions in Microsoft Teams or open discussion with the faculty within their courses.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.



Program Response:

Program Changes: Administrative Structure

Since hosting the Visiting Team in 2019, there have been significant personnel and structural changes to the architecture program's administrative structure. In 2020, Program Manager John Dwyer, stepped down from his position, and transitioned to a role as a full-time faculty member. A search process was initiated to identify his replacement and Dean of Construction Sciences & Building Technology, Bridget Reynolds served as acting program manager in the interim. In June of 2021, Maura Rogers, a broadly experienced practitioner, was tapped to replace Mr. Dwyer. Later that month, as part of a college-wide restructure initiated by Provost Scott Stallman, the School of Design (SoD) was created, bringing together the architecture, interior design, and graphic design programs under a single academic umbrella. Trevor Bullen, AIA, NOMA was named the inaugural dean of the SoD.

From June through December of 2021, Ms. Rogers served as the director (previously program manager) of the architecture program, choosing to return to professional practice in the new year. In January 2022, Dean Bullen appointed Korrin Howard, NCIDQ, Assoc. AIA, Director of the Interior Design and Graphic Design & Production programs, to serve as interim (and later permanent) director of the architecture program in addition to the other programs. In order to bolster the school's administrative capacity, two additional positions (Program Specialist and Academic Assistant) were created to support the work of the Dean and Director.

Program Changes: Curricular

In 2020, the faculty and administration of the architecture program revised the curriculum to better align with the program's values and aspirations. The revisions are a natural evolution of the program's previous curriculum, made necessary by the changing social, cultural and professional landscape. While the course numbers have changed, the overall structure and content of the program has not; refer to the [flowchart](#) for the courses that have remained the same and the ones that were revised. The reasons leading to the changes in the curriculum are as follows:

- The College changed the structure of its semester calendar, shifting from 18 weeks to 16 weeks, adapting courses to fit that calendar model.
- Revisions to course content and structure were made in the first two years of the program to better align the Associates of Applied Science (A.A.S.) degree requirements with those of other 2-year technical and community colleges. This increases transferability into the last three years of the program for graduates of other institutions, who made up approximately [35-40%](#) of Bachelor of Architecture (B.Arch) graduates since 2020.
- The number of courses requiring prerequisites or co-requisite work was reduced to provide greater flexibility in pathways for transfer, out-of-sequence and part-time students.
- Change in NAAB conditions led the department to re-examine the content of many specific courses, particularly in the addition of more global and professionally specific content.
- Dunwoody accepted its first cohort of Integrated Path to Architectural Licensure (IPAL) students in the Fall of 2021. The sequence of courses was modified in the new curriculum to better align with student participation in the program.

The rollout of the new curriculum is done in a cohort-based model. Current students who entered during a prior academic year are offered the prior curriculum in pace with their progress through it and are set up in a teach-out plan for their remaining courses. Students who do not meet the requirements of the courses as they are taught-out will be reviewed on an individual basis. The



students who entered the program under the 2021-2022 academic plan are offered that curriculum at the point it will become relevant to their progress through the program. The College also made a decision to offer years three through five of the B.Arch in an optional online modality in addition to on-campus. The online students will encounter the exact same courses as the on-campus students as they progress throughout the program. Students entering the program in 2022 and beyond will progress through the revised curriculum. The [flowchart](#) of the teach-out sequence demonstrates the planned approach the department has for graduating students on the academic plan in place when they entered the program.

The courses on the 2021-2022 academic plan that have not yet been taught (years two, four, and five) are still in development. They are in ongoing development between the program director and the faculty and are planned a year in advance. These courses are developed and cross-referenced against the [matrix](#) to ensure that all NAAB competencies and desired outcomes are met. The director reviews the syllabi in conjunction with the faculty, and the course competencies are reviewed by the Office of Instruction. This ensures compliance with both NAAB requirements, as well as the College's institutional regional accreditation.

The most important specific curricular changes that have occurred since 2019 include:

- The total credit count of the B.Arch program was reduced to 150 credits in keeping with NAAB requirements, in order to minimize the financial burden on students.
- The architectural history sequence (ARCH3130 & ARCH3230) was expanded to include a more global focus that extends beyond the western canon.
- Renewed focus has been placed on globalization and equity, diversity & inclusion (EDI) in light of current societal and professional discourse. New courses "Metropolis & Activism" and "Globalization and the Vernacular" aim to provide students with the tools and framework to address these challenges.
- A series of topical one-credit courses were added to allow for more professional expertise through the program, touching on the areas of urbanism, landscape, parametric design, and material studies.
- An integrative design studio was introduced in the fall of the fifth year of the program. This allows students to synthesize a complete architectural design before embarking on their final thesis projects.

All curriculum changes are approved by the director (formerly program manager), the dean of the area (at the time, the dean overseeing the Architecture program was the dean of the Construction Sciences & Building Technology department), and then the dean of instruction (at the time, the dean of instruction was the vice-provost). Once approved, the curriculum is implemented for the students who coming into the program for that academic year. There is a transition period while the older curriculum courses are sunset, and that teach-out process can take up to three years. See this [flowchart](#) for the teach-out of the older curriculum after the 2021-2022 curriculum change.

The core Dunwoody values are still part of the 2021-2022 curriculum, due to the curriculum remaining largely the same. Dunwoody still prioritizes the vision of being a hands-on technical college, with the motto of "Born to Do." Some of the minor changes to the curriculum helped support this vision and improved the experiences for students. The former seminar courses related to fabrication were turned into larger courses, which led to the need for the new Fabrication Lab (FabLab) manager to support the students' needs. The department also put a focus on career readiness, by adding courses like Architectural Writing and Entrepreneurship, while removing courses from the Business Management & Leadership program. These changes helped target the coursework specifically to Architecture students. Providing a hands-on technical



education that is relevant to the students is at the core of the College, and these minor changes to the curriculum allowed the College to remain true to the mission and vision.

Program Changes: Facilities

The program has continued to use its established studios, classrooms and lab spaces on the fourth floor of the main campus building; the levels of the main campus building are referred to by different colors, due to the structure of the building (see [DCT Campus Map](#)). Since the 2019 visit, the following changes have been made to the program's facilities:

- New combined School of Design faculty offices have been outfitted in rooms 50 and 52 on the Blue level. Phase 1 was completed in the summer of 2021 with the final phase to be completed in the Fall/Winter of 2022.
- New offices were assigned to the SoD administration. Red level rooms 76, 77, 78 and 79 house the school's Administrative Assistant, Director, Program Specialist and Dean, respectively.
- Room 83 on the Red level will be converted to a faculty meeting room in the Fall/Winter of 2022.
- Additional shelving has been provided in room 82 on the Red level to support storage of supplies and project materials.
- Classroom 67 on the Red level was converted into a pin-up and review space in the Fall of 2021.
- Rooms 58 and 60 on the Red level were combined and renovated to provide a larger studio space to support increasing enrollment. New chairs and desks were then added to the room to accommodate the number of students enrolled.
- Two new student advising rooms adjacent to room 60 on the Red level were created to facilitate advising and small group meetings.
- The Fabrication Lab (FabLab) [acquired new or updated equipment](#) that supports the School of Design in the Summer of 2022.
- New high performance AV projectors were installed in all classrooms and studios throughout the school. In addition, thirteen 75" mobile television monitors and stands have been purchased for use throughout the SoD.
- Additional wall-mounted pin-up surfaces have been installed throughout the studios and classrooms. In addition, eight mobile presentation boards have been purchased for use throughout the SoD.
- Two new 36" wide high-performance plotters have been purchased for exclusive use by SoD.

Program Changes: Personnel

The program has continued to maintain and expand its roster of staff, administrators, adjunct, and full-time faculty to meet the needs of the program's growth. There have been several faculty promotions, new hires and some faculty turnover since 2019. Changes in the program personnel have been as follows:

Faculty members who have been promoted:

- Paul Strothers, promoted to Associate Professor
- Andrew Blaisdell, promoted to Associate Professor



- Jessica Ainsworth-Truong, promoted to Associate Professor

Three new full-time faculty members have been hired since 2019:

- Associate Professor, Anjali Ganapathy
- Senior Instructor, James Wheeler
- Senior Instructor, Amy Meller

Three faculty members chose to return to full-time architectural practice:

- Program Director, Maura Rogers
- Instructor, Pablo Villamil
- Adjunct Instructor, Wale Falade

Two faculty members took a position at another institution:

- Associate Professor, John Dwyer
- Associate Professor, Molly Reichert

Three new staff positions were created to support the program and School of Design:

- Fabrication Lab Manager, Erin Moren
- Program Specialist, Alissa Nystrom
- Academic Assistant, Yadeliz Feliciano

Program Changes: Response to NAAB 2020 Conditions

Program changes related to the NAAB 2020 Conditions occurred primarily in two areas: 1. aligning curriculum to Student Criteria and Program Criteria, and 2. enhancing continuous self-assessment. Changes have generally been incremental refinements to existing systems and curricula to better address the conditions for accreditation. The program changes are as follows:

- The Student Criteria (SC) and Program Criteria (PC) were cross referenced against individual courses and the NAAB Criteria Assessment [Matrix](#). Course criterion and outcomes were reviewed and updated as necessary to align with NAAB conditions.
- [Faculty Self-Assessment Forms](#) for each course have been implemented since the fall of 2021. Courses are assessed against course competencies, as well as the overall classroom experience. Faculty are encouraged to reflect upon and propose improvements to course content, delivery, and format on the basis of these specific pedagogical prompts. These are discussed within the department after reflections are done by the faculty.
- [Student Self-Assessment Forms](#) for each course have been implemented since the fall of 2021. These are different from the College's standard course evaluation instrument; the Student Self-Assessment is specific to each course and its named course competencies. Courses are assessed on a scale of 1-5, as well as the overall classroom experience.
- End-of-course surveys are completed by students for each course at the College. Students are encouraged to reflect upon and propose improvements to course content, delivery, and format to more closely meet the named course competencies.
- [Industry Assessment Forms](#) for final studio reviewers have been implemented since the Fall of 2021. Reviewers assess the class as a whole on a number of key courses



objectives. Reviewers are encouraged to reflect and propose improvements to course content, delivery, and format to more closely achieve the course goals.

- A [Student Advisory Board](#) was constituted in the Spring of 2022 to provide, feedback and insight concerning the student educational experience. The advisory board will meet with a select group of department faculty and administrators each semester to discuss outcomes, needs and areas of improvement. Students from each year of the program are selected by the faculty, based on their professionalism and engagement.
- As an institution focused on the development of emerging professionals, Dunwoody has required every program on campus to have a [Program Advisory Committee \(PAC\)](#), to link curricular and department concerns to professional practice. The PAC for Architecture was reorganized in the Spring of 2022. The new PAC structure provides for specific industry review and assessment of the department and the program as a whole. In addition, the PAC will provide insight and advice to the Dean and Director concerning industry needs, trends and student preparedness for professional practice.
- [Institutional Peer Review Forms](#) provide an additional layer of assessment and accountability. Each year faculty members conduct classroom observations of their peers in other programs within the School of Design. This provides opportunities for peer-to-peer mentoring and identification of strengths and weaknesses.

Program Change: Educational Delivery

In March of 2020, in response to the emerging threat of the COVID pandemic, the Architecture program shifted all instruction to online learning. Classes were held synchronously, with Microsoft Teams serving as the primary communication platform. Faculty and staff prepared boxed kits that included drawing and model making supplies, which were provided to students to pick up on campus. Faculty and students returned to in-person instruction in the Fall of 2021. However, as a result of the shift to online teaching, the faculty and administration learned a great deal about the challenges and best practices of teaching online. Students and faculty reported a high degree of satisfaction with online instruction which the College has maintained with the implementation of the online delivery mode of the B.Arch program.

In the Fall of 2021, the department accepted its first cohort of online B.Arch students, with the second cohort starting classes in the Fall of 2022. Online B.Arch students are taught by the same faculty that offer on-campus courses, and the [curriculum](#) remains the same for both groups. Although the online and onsite students are currently in distinct cohorts, in the future, students will be able to choose course-by-course for enrollment in their preferred delivery mode. All faculty teaching in the online program are required to undertake additional training and complete an online teaching certificate program offered by the Online Learning Consortium ([Online Learning Consortium \(OLC\) - Enhancing Online Education](#)). Online courses are offered either as synchronous communal experiences or as asynchronous courses students can complete as their schedule allows. Online courses are offered exclusively on weekday evenings to better serve students who are employed or have other commitments. Online students enjoy access to the same learning resources, support services and co-curricular activities as their on-ground counterparts such as: access to tutoring; membership in AIAS and NOMAS; participation in the IPAL program, industry mentors, and lectures & conferences; even yoga. Online students are issued the same laptops with pre-loaded software (see [5.6.4 Resources to Support All Learning Formats](#)) for more details about the laptops and provided software) as their on-campus counterparts. This ensures equal and seamless connectivity to the library, IT helpdesk, job board, and other institutional resources.



NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

History and Evolution

Dunwoody is a private, non-profit, endowed institution of higher education, with a total Fall 2021 enrollment of 1,369 students. Founded in 1914, it is the oldest institution of its kind in the Upper Midwest, with a national reputation for outstanding educational programs. Prominent Minneapolis businessman, William Hood Dunwoody and his wife Kate L. Dunwoody provided funding in their wills to establish and sustain the institution. 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.

In the last will and testament of William Hood Dunwoody, Mr. Dunwoody decreed that 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 philosophy has remained at the core of Dunwoody's mission to deliver in-demand technical and vocational programs. For more than a century, Dunwoody has worked to remain apace with the changing technology that drives the region's workforce. From lasting trades such as welding and building systems to rapidly evolving fields like medical imaging and robotics, the College has worked with industry partners to develop degree and certificate programs that produce workplace-ready graduates.

Dunwoody's [Mission Statement, Purpose, Vision, and Values](#) underpin the program of Architecture and the School of Design. In particular, the College's commitment to career readiness and innovation frames daily work and strategic planning. Dunwoody's success can be seen in its outstanding alumni and the consistently high rate of placement of its graduates. In 2021, the architecture program received 11.7 inquiries per graduate from prospective employers and achieved a 92% placement rate upon graduation. Enrollment of more than a quarter million students in more than 100 years of operation, as well as the extensive number of special training programs it provides for industry and labor, demonstrates the College's commitment to furthering technical education.

Geographic Context

Dunwoody is located in downtown Minneapolis Minnesota, in the heart of the thriving Twin Cities (Minneapolis and St. Paul) metropolitan area of nearly four million people. The city itself is increasingly diverse, with nearly 40% of its population persons of color and 15% immigrants.



More than half of the adult Minneapolis population holds a college degree, and the city has more than forty thousand businesses, arrayed across the professional, service, and manufacturing economies. (Data from the [U.S. Census.](#))

The metropolis is socially progressive and has excellent public amenities including world class public transportation, parks and cycling infrastructure. As a hub for industry and commerce, the Twin Cities is home to sixteen Fortune 500 companies from an array of business sectors. In addition, the region boasts a vibrant professional architecture community with numerous nationally and internationally acclaimed firms including twelve member firms of the AIA Large Firm Round Table (AECOM, BWBR Architects, Cuningham Group, DLR Group, Gensler, Hammel, Green & Abrahamson, HDR Architecture, HNTB Architecture, JLG Architects, Leo A Daly, Perkins + Will, Stantec). The College has a strong legacy in the community, and the Twin Cities' rich culture offers access to great works of art and architecture. Students have daily exposure to a wide range of classical and contemporary architecture executed by design leaders including Cass Gilbert, Ralph Rapson, Frank Lloyd Wright, Marcel Bruer, Phillip Johnson, Frank Gehry, Jean Nouvel, Herzog & de Meuron and Steven Holl, among others. This setting makes Minneapolis an ideal location for the College, the Architecture program and graduates to thrive.

Although Minneapolis itself is a dense urban center, the Architecture students are drawn from across the entire metropolitan area, an approximately forty-mile radius which includes parts of west-central Wisconsin as well. As a commuter college, a large portion of the on-campus students live at home and on average [students commute](#) 15 miles to campus, with many driving 20+ miles each way daily. Students often say that Dunwoody's location—on the edge of downtown with direct on/offramp to the I-94/394 highway system, and free and safe on-site parking—is an important contribution to their educational possibilities. The development of the online B.Arch delivery mode during the 2021-22 academic year affords the College the opportunity to broaden the geographic reach of the program and expand accessibility to the profession through even greater convenience and flexibility.

The Dunwoody B.Arch Program

The Bachelor of Architecture Program is an expansion of one of the College's original diploma programs in Architectural Drafting and Estimating, which was founded in 1914 and became a longstanding Associate's degree program. The five-year B.Arch program was originally conceived of by an advisory committee formed in 2010 which then met semi-annually to discuss the feasibility and possible pedagogies for the program. The academic ideals of technical and professional education were identified as in alignment with the vision of the College, and in great need within the local academic and professional community. In 2014, the program applied for and achieved eligibility for NAAB accreditation candidacy. Initial accreditation through NAAB was achieved in the 2019-20 academic year, and this current cycle brings the first possible accreditation renewal.

The Architecture program provides the College with five important benefits.

1. It furthers the College's vision as a leader in technical education.
2. It expands the College's professional ties into the architecture community.
3. It increases the student body population and tuition income, accounting for roughly twelve percent of the overall Dunwoody enrollment.
4. It adds gender, racial, financial, and age diversity to the campus. The architecture program is far more ethnically diverse than the Dunwoody overall student body; has



nearly 40% female enrollment as opposed to the College's 23%; and retains a more mature student cohort as the A.A.S. students move on into the full B.Arch program.

5. It reinforces and expands the College's capabilities to serve the greater community, whether locally (for on-campus students) or nationally (for online students).

The School of Design, originating in the summer of 2021, includes the programs of Architecture, Graphic Design & Production, and Interior Design. The Graphic Design & Production program is a two-year A.A.S. degree. The Interior Design program is a four-year CIDA-accredited B.S. degree. The School of Design works closely to foster cross-collaborative opportunities for students, faculty, and staff within its departments and across campus.

Curricular Framework

The Architecture program, in the newly formed School of Design, offers [stacked "2+3" degrees](#). The two-year associate degree (Associate of Applied Science in Architectural Drafting and Design) is a technical degree offering students careers in drafting technologies, but can also serve as a springboard to continue on the B.Arch track. In Fall 2021, the A.A.S. program enrolled 89 students and the B.Arch program enrolled 69 students. By frontloading technical curriculum in the first two years, students can begin their careers earlier, shortening paths to licensure and reducing the financial impact of education on the next generation of young professionals. We further endorse this by ending classes by 2pm so students can work in the afternoons. Support continues through mapping out AXP credit completion, engaging in IPAL since 2021, and maintaining strong ties to the profession.

The recently launched online mode for years three through five allows students with prior associate-level college experience to join the B.Arch program regardless of location, taking advantage of the flexibility of online education and the access to early professional life without the duration and expense of a graduate degree.

The College commonly talks about the program as a five-year B.Arch, but also works to empower the two-year graduates who want to begin their full-time careers with their associate degrees. Through these strategies, the College offers an accelerated path to licensure, which is less than the national eleven-year average. The goal is to do this in a way that is sustainable for students and faculty and conducive to healthy work/life/academic balance.

Pedagogy

The College's pedagogical principles center around career readiness, technical agility, and collaboration. By engaging many of the design studios with real partners in the community as partner-clients, faculty provide students a chance to engage with real world issues and desires. Students are given ever-increasing levels of autonomy year by year to develop their skills and prepare them to work in the field upon graduation. It is important that students graduate with the understanding that they are part of the larger community and the profession of architecture is one in which learning never ends.

The Architecture program is guided by four key pedagogical principles:



1. **Professionalism:** to forward the profession of architecture by graduating architects ideally poised to lead and evolve the practice of architecture.

The program's goal in preparing students for their career is to prepare them not only technically but for daily life within the profession. This is evident in the program policies, such as attendance and late work policies, and the behaviors expected of students, such as the dress code (defined as "bring your best self") and email/communication etiquette. Students are also expected to grow and develop their soft skills while in the program, including learning to take constructive criticism and collaborating in teams as they would in professional practice. Students have regular opportunities to present to their classmates and are expected to maintain an atmosphere of respect for their colleagues and instructors.

By maintaining a professional atmosphere within the program, students learn the expectations of working in professional practice and are able to step right into their careers with the skills necessary to succeed.

2. **Service:** to forward the discipline of architecture toward civic engagement, community service, sustainability, and global citizenry.

Whether just out of high school or beginning a new career, the students expand their perspectives on the world and their place in it while pursuing their degrees. The program works to ensure that this growth includes an expanded awareness of privilege, the realities of inequality, and the value of diversity and inclusion. Students learn throughout the curriculum that they are part of a greater whole and develop an interest in things greater than themselves.

Although limited in the past two years because of a global pandemic, Dunwoody architecture students have had multiple opportunities to study through travel. The [Study Abroad program](#), the first at the College, offered a successful immersion into the culture and place of Barcelona and the forces impacting its urban context. Previous studios have engaged communities in need in Puerto Rico, including a two-week travel/service-learning opportunity. In the fifth year, students focus their thesis work on engaging with partner-clients worldwide and pursuing self-guided travel. Even at times when travel has been limited due to the pandemic, regular immersion in the Minneapolis-St. Paul community with partner-clients has also helped students learn diverse service. The program has future considerations for the online students to offer options that may include study abroad or an on-campus experience.

The Architecture program believes any service profession has a duty to serve all. The first two years of the program emphasize service through health, safety, and welfare, while the final three years include service to communities and global citizenship. Most of the studios are practice-based, engaging real communities and partner-clients ranging in geographic/socio-cultural contexts.

3. **Technology:** to engage in design and building technologies with agility and harness their capacity for architectural inquiry.

Giving a strong emphasis to both design and building technology in the first two years gives students confidence to pursue an early start to their careers, armed with a toolbox that allows them to hit the ground running. In the final three years, students are challenged to apply their skills in new and innovative ways that break outside their comfort zones, preparing them to apply their technical skills in professional practice.



The program teaches that software applications are tools that must be chosen appropriately and applied with intention. Software is deliberately unveiled to students in a sequence that demonstrates the value of each tool. Students start with hand drawing before moving on to traditional hand drafting, 2D CAD drafting, 3D modeling, and finally BIM software. This sequence is less about graduating levels of difficulty, but teaching students the value of the different programs and understanding how to pivot between them to appropriately handle the task at hand.

4. Communication: to collaboratively and critically represent, document, publish and present architectural thought.

The program supports career readiness for students by teaching them to communicate across disciplines, as well as with clients, treating everyone with respect. Students learn soft skills alongside technical skills, such as interpersonal communication, verbal, written, and visual communication, and public speaking.

Students understand that when working within a team, they are mutually responsible for its success, and that communication is integral to that success. A variety of communication methods are used (such as but not limited to: Microsoft Teams, email, BlueBeam, or pinups), and students learn the appropriate use of each method when communicating with colleagues, instructors, and clients. Part of that teamwork is learning to give and receive feedback in a respectful way so students can prepare themselves for working in professional practice.

In summary, William Hood Dunwoody's founding mandate, over a century ago, still guides the College's efforts 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." Over the course of that century, though, the College has come to a broader definition of "better performance," which now includes not simply technical competence but also the mandates of professionalism, service, technology and communication.

The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

The Architecture program benefits from its position within a small college that enrolls fewer than 1400 students. The small size creates a sense of intimacy where students, faculty, staff and administrators get to know each other on a first name basis. Collegiality and accessibility are hallmarks of the college's culture and extends from the President's office to the mail room. Opportunities for informal conversations among academic community members in hallways, the cafeteria, library and lounges are amplified on a centralized campus with just two buildings. Faculty and administrators must often wear multiple "hats" and frequent collaboration between departments and divisional units is commonplace. Faculty and resources such as labs and equipment are generally shared across the College.



While the Architecture program has always fostered a rich relationship with other programs in the college, the program is very excited about the designation as one of three programs in the new School of Design (alongside Graphic Design & Production and Interior Design). Forthcoming curriculum changes will seek to create a number of common design foundation courses in the first year of all three programs. This will include classes in drawing, 2-D design, 3-D design, design history as well as digital and fabrication tools. Similarly, the SoD plans to align the structure of the Architecture, Graphic Design & Production and Interior Design degree curricula. This will greatly expand opportunities for students in each of the three disciplines to enroll in a wide array of design electives in the future. The elective courses will be created together with the faculty to write course descriptions and course competencies that will be beneficial for all students within the School of Design.

The program further benefits the institution through the engagement of [student organizations](#), which host frequent guest lecturers, bake sales, clothing drives, and other initiatives in which the entire College community can participate.

The college itself invests a great deal of resources to develop a communal environment through [college-wide events](#) such as multi-program career fairs, free professional headshots, free workplace/interview clothing swaps, food truck festivals, and fundraisers.

Bringing faculty together is also a focus, and the monthly all-faculty meetings and faculty development sessions mean that Architecture faculty regularly come into contact with instructors from other programs. This has facilitated both formal and informal collaborations, such as instructor-to-instructor training on the use of metrology lab machines to allow architecture students to test to failure novel materials in tension and novel concrete aggregate in tension.

Other college-wide services include the [Student Affairs department](#) that allows faculty to walk a student in crisis directly down to their offices for immediate help, support, or facilitation to the mental health hotline service. The [Career Services office](#) is another great benefit to students, providing resume and interview guidance, collecting job openings (often channeled through faculty) and connecting students to opportunities.

The Architecture program has a commitment to diversity, equity, and inclusion, supported by campus-wide initiatives. Dunwoody created a DEI committee that includes faculty and staff from across the campus, in which the School of Design faculty participated. The goals of the [DEI committee](#) are combined into four areas: personal/professional development; curriculum; classroom & campus environment; and systems, process & policy. Some of the goals include opportunities for open dialogue, DEI training, curriculum review for equity and inclusion, support creation of inclusive spaces and classrooms, and developing an equity tool for evaluating policies. The DEI committee hosted events such as a summer book club with discussions for faculty and staff, and they created a collection of [resources](#) for faculty and staff. The campus has also hosted [Diversity Forums](#) on a regular basis (prior to COVID limiting in-person gatherings) that gave faculty, staff, and students an opportunity to come together and hear a local leader speak on a topic related to diversity and service. These opportunities provide a way for the program's students, faculty, and staff to build relationships with others across campus.

In the fall of 2021, the College embarked on a comprehensive review of its buildings and facilities, with the goal to update and expand on the 2018 masterplan prepared by CREDO architects. After a competitive selection process, the Cuningham Group was engaged by the administration to conduct a new Comprehensive Facilities Plan (CFP). Dean Bullen, AIA, NOMA serves as an advisor to the President's cabinet in the selection, oversight and development of the CFP. The Cuningham Group continues to engage the larger College community in a number of workshops and listening sessions, with the goal of completing the CFP by the end of 2022.



Multidisciplinary relationships are seen between the programs within the School of Design, as well as between the Architecture program and the Arts & Sciences department. With the School of Design programs structured under one Dean and one Director, there is an opportunity for crossover faculty who can support multiple programs, and the potential for crossover coursework in the future. The Architecture Program will provide students with holistic learning through general education elective courses offered by the Arts & Sciences department. Courses are offered in the areas of social sciences, art, math, communications, science, and philosophy.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

As an urban school that also serves suburban and exurban students in the extended metropolitan area, the Architecture program finds that connecting to the city through site visits, studio visits, and other [field trips](#) is vital to making students aware of the richness of the urban context. Further, the focus on purposefully connecting students with community partners provides all with a better understanding of alternate viewpoints.

Further afield, the [study abroad program](#) (the first at the College) and travel opportunities in fifth-year studio has provided students with worldly perspectives on other cultures. These trips have included study and service work in Spain, Puerto Rico, Jamaica, Cameroon, Lebanon, Belize and elsewhere. While these have been paused during the global pandemic, the program intends to reintroduce study abroad trips soon with a new framework to facilitate these vital growth experiences.

As a relatively new program, there is excitement about engaging the small but increasing alumni community, both for the program's sake (guest lectures, reviews, insight), and for theirs (networking, professional development, camaraderie). This relationship bolsters and is bolstered by connections with the industry, giving students excellent access to job opportunities.

Student Organizations

The Architecture program has four very active student organizations.

- [AIAS: American Institute of Architecture, Students](#). This is an organization in which all incoming architecture students in both the 2-year A.A.S. and 3-year B.Arch. are provided student memberships, paid for by the College. The AIAS has a yearly elected board of four officers; President, Vice-President, Secretary, and Treasurer. The AIAS has an inward focus on the cohesion and culture within the Architecture Program. To this end, the board members gather each year with their Advisor to go over, develop, and curate a [Learning & Teaching Culture Policy](#) (formerly Studio Culture Policy) that addresses comradery, respect, sociability, and professionalism in all internal dealings between peers and between students and faculty. This Policy document is worked on in a series of 3 workshops. The policy is then executed through a strong culture of student led beginning-of-year and end-of-year gatherings where key aspects of the policy are unrolled, as well as where students take part in various games and festivities. AIAS students are active in putting together the media and publicity, and in representing Dunwoody's Architecture program for both the Minnesota AIA Conference. In addition, the president of Dunwoody's AIAS chapter provides serves as a student representative

on the AIA Minnesota's Board of Directors. Students are actively attending the AIA conference as well as at other conferences like ACADIA. AIA students actively promote and participate in socially forward workshops like 'Search for Shelter.' Summers are spent planning for next year's rollout of AIA activities.

- [NOMAS: National Organization of Minority Architecture Students](#). The [Dunwoody NOMAS Chapter](#) is a newly established chapter but one that has been very active from its origins. Students who want to be NOMAS members are offered that opportunity, with the Architecture Program paying for the cost of membership. NOMAS has five elected officers; President, Vice President, Secretary, Treasurer and Media Officer. The NOMAS chapter held the [George Floyd Cipher](#) in Summer of 2020, with Architecture students from Dunwoody, the University of Minnesota, Macalester College and surrounding community colleges like Hennepin County Technical College. Students participated in a design workshop centered around expressing architecturally the pent-up emotion with the reimagining of a George Floyd Square (a memorial square in South Minneapolis). Industry professionals shared their experience with short run design charettes, while BIPOC professionals mentored students in a 1-1 situation. The outcome was a digital wall of many exciting and provocative designs for George Floyd Square.

The NOMAS Board meets every Friday with an invite to the larger community of students to join in at any point. Other NOMAS activities include a two day mini-internship that was paid, so that BIPOC students could work side by side with HGA's architects and their clients in a workshop that sought to produce design solutions in a very short time. There was a limit of six spots and students were given the opportunity on a first come-first served basis. NOMAS Dunwoody also hosted the local parent chapter virtually, during COVID. There was a total of 52 participants at an online profession and portfolio workshop. The informal pipeline of job offers for student interns comes through the NOMAS advisor, built on strong networking within the profession. In addition, NOMAS has had firms reach out to donate used but up to date workstations for students to use as their own. The NOMAS chapter has had speakers at their brown bag luncheons that include the MN Chapter President of the AIA and various BIPOC professionals who share their own experience and advice for navigating the profession. The mentorship program is not formalized but every NOMAS member who is an active chapter participant is also helped to identify a suitable mentor from within the profession. The Chapter is in the early stages of working on the logistics of entering the NOMA National Student Competition. Over the summer, students continue to be supported by a faculty advisory in their job searches and other issues as they come up.

- [WIA: Women in Architecture](#) is the most recently added student chapter and is still developing. However, this year the [WIA](#) started a lecture series with the first invited speaker. It plans to hold a full election for office bearers in the upcoming year and some of the programming centers around gaining higher visibility within Dunwoody of women architects, locally. To this end, a brown bag lunch "informal conversations and a single school wide lecture by a prominent woman architect are slated for the upcoming year. Further, work has begun on identifying a place for an archive of women graduates from Dunwoody's Architecture Program where the College captures their lived experience and oral histories, as well as a place to archive their student work. Dunwoody is currently in talks with the Women's Club of Minneapolis to see if such an archive might be housed there
- [CSI: Construction Specifications Institute](#). Membership to the local chapter of the [CSI](#) is supported. Here students work with CSI and develop greater technical capacity, as well as learn how to work with reps. CSI has many new material meetings that share the



industry side of research and analysis of innovation. Students are also invited to take the exams for CDT certification (Certified Construction Document Technician).

In addition to these four professionally oriented student groups, Dunwoody also participates in the national honor society [Phi Theta Kappa](#).

Professional Connections

Dunwoody works to build exposure to and relationships with industry partners. Along with studio critics and guest speakers who frequent the campus, students and faculty also engage in regular site visits and firm visits where the students get to engage with the professional community in their own settings. The NOMA/NOMAS & IIDA (International Interior Design Association) program BOLD (Building Outstanding Leaders in Design) is a partner project that works to pair students with mentors who are professionals of color.

Dunwoody Events

The Architecture program's connections with the design community also take the form of numerous College events that draw professionals to campus.

- With the annual [Design+Construction Conference](#), students are exposed to professionals across architecture and greater design and construction disciplines. Students are able to see an array of professional projects and envision how they could fit into that workplace. In addition, there are lectures and panels that are in dialog with design studio work and work being done elsewhere in the curriculum. Just to name one example, the panelists on the "AIA Framework for Design Excellence" were experts around sustainability and innovation in architectural technology as it impacts climate change. This AIA Framework guided the design approach for the Spring 2022 Year Three Design Studio, and students were able to see the serious implications of their work as they saw it reflected among the panelists.
- The School of Design hosted the inaugural [Product & Rep Day](#) in Fall 2021, in which representatives from the Architecture and Interior Design products industry came to campus with examples of their products and materials. Students meet with product reps and spec writers and are introduced to the detailing work that manufacturers provide when their products and materials are specified. Students are the focus of this event, unlike a professional conference or expo—students have the full attention of the presenters.
- The School of Design hosted the inaugural [School of Design Expo](#) in Spring 2022, in which graduating students from all areas of SoD—Architecture, Graphic Design & Production, and Interior Design—created a book and presentations of their work. All the graduates in both the Associate and Bachelor's programs were honored with a reception hosting professionals, mentors, and families. Not only was it a celebration of the students, but it was a well-attended event by professionals, many of whom were there explicitly to search for new hires. The Expo showcases student work that displays their readiness to engage in the design process in a professional setting.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.



Program Response:

Dunwoody is proud to be one of two institutions in the state that offer professional architecture degrees, and the only one offering a B.Arch. The program is the first choice for students who seek a skills based technically-focused education, and who are attracted to the hands-on environment, and low student-to-faculty ratio. Many transfer students are drawn to the B.Arch program from associate-degree colleges around the nation through national recruitment efforts, including articulation agreements or outreach to other colleges.

All of this work serves to support the College's longstanding mission to develop a diverse community of young people into productive emerging professionals. The College believes that offering the B.Arch is an equity practice, allowing underrepresented and underserved young people—many of whom come from non-collegiate families—access to professional life without the time and expense of graduate education. The Dunwoody B.Arch is a natural outgrowth of the College's historic mission to bring young people into the “useful trades and crafts, and thereby fit themselves for the better performance of life's duties.”



2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

Dunwoody's students learn by doing. The education delivered to students is practical and focused, with the goal of preparing them for a career in architecture or a related profession.

At Dunwoody, design is a practical exercise. The built environment needs to address higher concepts of architecture—representation of culture, ideas, time, and place—but it also needs to be built. The sequence of coursework helps students learn how to express the concepts and ideas of the building from form through to details.

The work of design is done through a variety of skillsets. Students are encouraged to develop their individual skills and maximize what they are good at. This is taken into consideration as part of final projects, or when working on projects as a team. Students come to understand that design is created by multiple individuals collaborating, rather than one student completing a project alone.

Students also gain technical agility. A student who is a proficient or prolific detailer also has the opportunity to add rendering skills and conceptual thinking to their toolbox, even though they may always be better at detailing. More importantly, students spend time exploring what each unique individual brings to the team as part of the larger whole.

When students are asked to examine the qualities of what makes good design in many aspects, they explore several design outcomes:

- Does it engage my emotions?
- Does it address health, safety, and welfare of occupants?
- Am I productive in this space?
- Am I connected to the community/nature/other beings?
- Does it represent its place?
- Is everyone, regardless of ability, having a similar and equitable experience?
- Are the materials/methods/outcomes sustainable?

The program also discusses how some design projects prioritize different measures of success, and why that matters. A museum may emphasize emotional engagement, while a school may be more focused on shared and universally accessible experiences. All the design considerations always matter, but some will inevitably be foregrounded in any specific project.



The transition to design thinking begins on the first day of the program. For the most part, students arrive at Dunwoody with firmly entrenched “black and white” thinking. This is not surprising, since most students have come from a high school where tests are multiple-choice, and the second-best answer is 0% correct. The ability to “revel in the gray” needs to be built from scratch with students. Faculty begin this change in the student mindset by demonstrating the challenge, value, and fun of existing between “right answers.” Students learn very quickly that not only is there not just one correct answer, but that finding a better solution never ends.

For many students, considering the “gray area” opens a floodgate. One student beamed when she was told she could use pink fur as a material in a Photoshop exercise to reclad the Walker Art Center. For other students, it can be frustrating or stifling to not have a prescriptive prompt. Many students say, “Just tell me exactly what I’m supposed to do to get an A.” When the answer comes back with something like “explore with intention,” these students can be frustrated. Group work becomes incredibly valuable at this point; the students with a more rigid mindset are paired up with students who are more fluid, to help students grow and learn together.

The School of Design follows through on this methodology in the design of its 2+3 B.Arch. program. The approach of the first two years ensures that students understand the architectural profession's values of health, safety, and welfare by offering an array of technical courses. Many concepts and skills are delivered through the study of real buildings within the community, where students can apply their course knowledge in building systems, envelopes, structural systems, fire and life safety codes, and so on. The program deliberately emphasizes a design process that is backed by technical knowledge that can be tested in the field—questions that often do satisfy students' desires to come to a preferred outcome.

Those first two years culminate with **ARCH2202 Studio 4**, an all-encompassing design course bringing two years of coursework and knowledge together, in which students work through a traditional design process. There is a summative review at the end of the studio, for students to demonstrate their skills in design thinking and the technical skills they have gained.

In years three through five, the program expands this learning-by-doing approach, immersing students in the expression and testing of ideas with physical model making. In year four, students take **ARCH4102 Studio 7 Interdisciplinary**, which addresses the idea of safety within the urban environment. The studio reviews the Minneapolis 2040 plan, which addresses the sustainable built environment. The Minneapolis 2040 Plan is a revolutionary proposal for urban development and the plan was selected due to its revolutionary ideas and should be studied, no matter the physical location of the student. As other municipalities propose unprecedented ideas in planning, they will be considered as the framework for this studio.

In year five, students complete two studios, **ARCH5104 Studio 9 Comprehensive I** and **ARCH5202 Studio 10 Comprehensive II**. In ARCH5104 Studio 9 Comprehensive I, students begin to engage with real-world projects, and with their partner-clients define their individual project's program, scope, topics of interest, methods of inquiry, and begin to consider structure and building systems. Students investigate through writing and iterative design.

Students also complete design exercises throughout the course to contribute to the successful completion of the project. In ARCH5202 Studio 10 Comprehensive II, students continue to engage in the design process with their partner-clients as they develop and explore their thesis through questions addressing topics of sustainability, equity, structure, and building science. Students develop their agendas at multiple scales from the site down to



the wall section and detail. The course also brings in outside guests and alumni to help students learn the roles of related fields, such as Interior Design, Landscape Architecture, Engineering, and Urban Planning, to the design process.

The College has supported technical excellence since its inception; the launching of the Bachelor of Architecture program has lifted questions of design into higher position. This conceptual shift is supported by the relocation of the Architecture program into a new institutional structure: rather than its longtime original home within the department of Construction Sciences & Building Technology, the program is now fit within the recently launched School of Design, which incorporates both the A.A.S. and B.Arch degrees in Architecture, a Bachelor of Science degree in Interior Design, and an A.A.S. degree in Graphic Design & Production. Students from across these programs are now immersed in common questions of the ways that ideas take form.

The program offers numerous extra-curricular opportunities for exposure to design. Students participate in workshops within architecture firms and charrettes such as [Search for Shelter](#), where they can see how design principles they have taught are deployed and tested within the profession as well. Students regularly attend the [AIAS-led Speakers series](#), the [Minnesota AIA convention](#), and participate in two internal opportunities to showcase ideas: the School of Design Expo, and the [Product & Rep Day](#).

The [School of Design Expo](#) showcases work across the Architecture, Graphic Design & Production, and Interior Design programs and has students working together in a collaborative model. They use their design skills to work towards the very tangible result of the Expo—showcasing the work of individual students, of courses, and of the College through displays, presentations, and a publication. The [Product & Rep Day](#) is an opportunity to broaden students' understanding of materials and the built environment, giving students exposure to materials during class time. Manufacturers and their representatives bring examples of leading-edge materials and systems to the College, talking to students not merely about what those products offer, but the ways in which they are used and supported within daily design practice. Learning about the technical and aesthetic qualities of a window assembly, for instance, is paired with the knowledge that manufacturers offer CAD-ready detail sets for rapid inclusion into the work of a design project.

Student organizations such as the [AIAS](#) and [NOMAS](#) offer students regular opportunities to work on design initiatives. AIAS-supported activities like [Search for Shelter](#) allow students the opportunity to work through design on behalf of people and communities in need. In Fall 2020, NOMAS held the [George Floyd Cipher](#), a design workshop centered around expressing the pent-up emotion of a community in trauma through a reimagining of George Floyd Square (a memorial square in South Minneapolis). Students worked one-on-one with industry professionals to create a “design wall” of possible designs for George Floyd Square.

Even the College's own spaces and renovations demonstrate the increasing value placed on design spaces. As a place of industrial and technical training, much of the College's spatial home has a utilitarian feel, fully capable of supporting its educational and technical functions but sometimes less than inspiring. But the College's spaces that have been retrofit within the past five years—such as the Fleischhacker Fireside Lounge student space, the Admissions suite and Welcome Center, the Elftmann Student Success Center, and others—show an increasing awareness and placing value of design through their addressing of daylight, materiality, color, and options for gathering. The College, and its Director of Facilities Vladimir Poveda, see the value provided to students through improved lighting and materials in classrooms, and are engaged in prioritized annual cycles of spatial retrofit through a clearly prioritized Facilities Master Plan, newly updated in the summer of 2022. The human



experience has become a heightened priority in the College's ongoing comprehensive facilities plan.

Assessment of the students' understanding of design happens through their work in the year five studios, **ARCH5104 Studio 9 Comprehensive I** and **ARCH5202 Studio 10 Comprehensive II**. Through their studio work, students demonstrate their design skills they have learned throughout the B.Arch degree, by completing a project throughout the full academic year. In 2022, the department developed the [School of Design Expo](#), allowing students to showcase their work to a wider audience of alumni, other School of Design students, and industry professionals.

Through assessment of the value of design, the program has seen an opportunity for the students to participate in additional co-curricular events. One opportunity under consideration is utilizing funds through the [Crosby Fellowship](#) to provide faculty with the opportunity to take students to the [Design Futures](#) conference. This conference would be a cross-program collaboration for the School of Design so that students from Architecture, Graphic Design & Production, and Interior Design could attend, along with the faculty.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

True to Dunwoody's enduring mission of developing emerging technical professionals, the Dunwoody architecture program works from its very first semester to help students understand the array of technical systems that comprise buildings and cities. That knowledge—of both the facts and the intentions behind building systems—lays a groundwork that students can then question, experiment with, and improve. Likewise, students learn that codes and standards are not merely facts, not value-neutral, but that they are expressions of the desire to protect and to serve everyone who comes into contact with their work.

In all aspects of Dunwoody's pedagogical approach to architectural education, there is a core shared value of service. This resonates from the very first semester as professional ethics and responsibilities are introduced, and students begin to understand how to analyze a site in terms of physical, cultural, and environmental factors. Throughout their degree programs, students are asked to address a project's environmental factors, as well as contextual understanding of culture and community. The program uses the city as a learning tool, firmly connecting student learning and outcomes with the reality of the built environment. Faculty leverage those public experiences to introduce students, regardless of their previous personal experience, to architects' professional and public responsibilities.

The first-year course **ARCH1121 The Site** is one of the first opportunities for students to understand the physical and cultural aspects of site and help them gather data to analyze the site in preparation for design proposals. Students recognize the importance of environmental stewardship throughout the course, by learning physical site documentation, observing behavior and areas of site relevant to human and fauna inhabitation, understanding topography and hydrology, obtaining technical documentation that includes building and zoning code, and obtaining cultural data.

Additional courses also focus on helping students learn the impact of their work on the environment, or how they may ethically address environmental concerns within their work.



ARCH1231 Building & the Environment focuses on designing a response to environmental factors, with exercises that address thermal comfort, solar orientation, passive heating & cooling, daylighting & electrical lighting, and active system integration. In **ARCH2104 Building Service Systems**, students are made aware of the sources of and demands upon domestic water supply, and environmental stewardship as impacted by the built environment as well as climate change. Methods of water conservation are discussed as part of the analysis of fixtures.

The design studios in years three through five are deliberate in their choice of studio projects, each requiring students to engage with a real-world partner-client so that students experience the feeling of professional responsibility to a community or constituency in their design response. The clients are often non-profits or community group whose mission is socially driven, frequently related to environmental justice or climate mitigation.

Along with the studios, the lecture courses also work to help students consider and incorporate life safety and codes, accessibility, environmental impact, environmental integration, site context, energy inputs and carbon impact. For example, a study of concrete in **ARCH3240 Material Studies** discusses its extractive impact of sand, cement, and water, as well as the carbon footprint of concrete use. Building environmental systems are considered in design, including the use of natural lighting and passive heating and cooling systems, as well as options for energy conservation and carbon impact. Guest speakers with relevant professional experience often present these topics in detail and application. The program introduces these topics early, expecting that students will integrate these considerations in all aspects of the program. This early introduction and subsequent inclusion emphasize the importance of these responsibilities in the practice of architecture.

As students enter their fifth and final year of the program, faculty begin to prepare them for the transition to full-time professional practice. **ARCH5103 Professional Practice** examines the architect's role as a professional and the rights, privileges and responsibilities this distinction implies. Students gain understanding of the architect's fiduciary duty to their clients and their duty to the public's health, safety and welfare. Topics of professional ethics in architecture are discussed in-depth through case studies and viewed through the lens of professional codes of conduct (NCARB Model Rules of Conduct, AIA Code of Ethics & Professional Conduct). As most of the students are already working in the field, faculty challenge them to think critically about how architects have agency and influence and can be champions for the communities they serve. Students examine professional roles and responsibilities as a means of understanding the ways in which architects can have a positive impact as stewards of the built environment that advocate for a more just, equitable, and sustainable world.

Throughout the curriculum, students learn their professional responsibility and stewardship to those who will be coming into contact with their work. Students begin this work in the A.A.S. degree and then expand upon it within the B.Arch. The connection to the real-world partner-clients reinforces the idea of professional responsibility and takes the information learned in the classroom and translates it into real-world experience.

The College understands the value and impact of sustainability in the industry and want to make sure the students have the skills needed to be successful, because the industry is asking for this. The program values the feedback provided by the [Program Advisory Committee \(PAC\)](#) and utilizes that to shift the curriculum based on what is needed in the industry. As a smaller school, the College can be nimble to adjust the curriculum to match the needs of those who are hiring Dunwoody graduates, to ensure they are meeting the needs of the profession. Moving forward, the intent is to engage students further with environmental



stewardship and sustainability, such as the AIA COTE competition to broaden students' experience.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Dunwoody College of Technology and the School of Design seek to create an inclusive and respectful environment for all who are a part of the community: students, faculty, and staff. The community actively cultivates empathy throughout the College, and students are offered numerous opportunities for greater awareness of others' individual histories and intentions. Students expand their perspectives on the world and their place in it while pursuing their degrees.

In support of its commitment to maintaining a diverse and inclusive community, the [Dunwoody Equal Opportunity statement](#) is as follows:

“Dunwoody is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, gender, religion, sexual orientation, age, marital status, disability, national origin, or public assistance status.”

The [diversity of the Architecture program's enrollment](#) is among the broadest and most inclusive in the College. Roughly 40% of the program's students are women, much higher than the College's overall enrollment; more than a third of the students are people of color; and two-thirds come from families whose parents had academic attainment of associate degrees or less. This inclusive environment influences how faculty and staff work with the students on an individual basis. Students work closely with their faculty advisor throughout their time on campus, in addition to their program director and other professional support staff on campus. Small class sizes and repeated contact with faculty throughout student tenure allows faculty and staff to get to know students individually, supporting not just academic growth, but professional and personal growth as well. Regular collaborative processes are expected in much of the coursework, and faculty actively teach students practices of mutual respect, setting common expectations within the context of individual's backgrounds, interests and capabilities.

Faculty and staff have participated in professional development events related to diversity, equity, and inclusion, some of which have been created and offered through the College, others in collaboration with outside organizations. Training on campus has included the Dunwoody DEI and annual Title IX training events. Architecture staff and faculty have served on Dunwoody's [DEI committee](#) and sub-committees. Architecture faculty members have participated in the [National Intercultural Leadership Program](#) through AIA Minnesota and community partnerships such as the [Conversations in Equity & Design series](#), a public virtual lecture series and collaboration with AIA Minnesota, Minneapolis College, NOMA MSP, and the Walker Art Center, to discuss questions of ethics, equity, justice, and culture in relation to design practices and education. Architecture faculty members are active in the [Community of Practice for Culture Change](#) as part of a Culture Change Initiative through AIA Minnesota, which “is an intensive and ongoing effort to examine the current state of the culture of the profession, to define the desired culture, and to accelerate progress in achieving that desired



culture.” Additionally, faculty and administration are members of AIA Minnesota Equity Council and Dean Bullen, AIA, NOMA of the School of Design has presented at an event for IIDA BOLD, demonstrating the College’s commitment to equity within the profession.

The School of Design supports a range of pathways for traditionally underserved students to enter the profession, minimizing the burden of student debt as well. The unique 2+3 model frontloads the technical curriculum into the first two years, allowing students who want to begin their career immediately to do so. This shortens students’ paths to licensure by offering them early and regular professional opportunities and reduces the financial burden of education by giving them the skills they need to make livable wages while still learning. The 2+3 model also provides opportunities for transfer students or students working in the field to finish their B.Arch, as well as offering a path to students who want to move straight from the associate degree into the B.Arch. In recent years, about half of the B.Arch [graduates](#) have been Dunwoody A.A.S. students who immediately enrolled into their third year; about 35% (and increasing) have been students who transferred early courses from other schools; and a small number are Dunwoody A.A.S. graduates who have worked in the field for some time and decided to return for a B.Arch. This demonstrates the commitment to providing pathways for all students, meeting students where they are in their personal and professional lives. Transfer agreements with community colleges have supported this increase in transfer students and allow Dunwoody to serve a broader audience of students.

Course scheduling has been set up to support students in all stages of life. This includes ending courses by early afternoon, to allow students who want to work an opportunity to do so after classes are done for the day. The development of the online program also supports students who have other obligations, by providing additional flexibility. One change for the upcoming academic year is that students will only attend classes on a Monday-Thursday schedule, which keeps Fridays available for students to work, attend an internship, or attend professional development opportunities, further engaging students in professional practice.

Dunwoody is an attendance-based institution; students in all programs are expected to be present for class, and the College’s policies reflect that expectation. The School of Design leverages that, not by taking attendance as a punitive measure, but rather by using it as a check-in to support students as they navigate the program, and to communicate to faculty, staff, and administrators how individual students or whole cohorts might be better supported. The faculty and staff are in service to the project of the student growing into a healthy and skilled professional in the same way that those students will ultimately be in service to a healthy and well-designed built environment.

As part of minimizing student debt, Dunwoody provides [several scholarships to students](#), ranging from \$500 to \$10,000 per year. Common criteria for scholarships include GPA, area of study, and financial need. There are also specific scholarships for traditionally underrepresented and underserved first-year students, including the [Women in Technical Careers \(WITC\)](#), [Pathways 2 Careers \(P2C\)](#), and [Project Lead the Way \(PLTW\)](#).

In addition to internal scholarships, students are often eligible for external awards as well. In 2021-2022, three of the School of Design students won the [Cap Wigington Award](#), a Minnesota Architectural Foundation scholarship provided to BIPOC students pursuing a professional education in architecture. Five students also received scholarships from [BWBR](#), a local architecture firm in the Twin Cities. The prize was instituted to support and encourage Year 3 students to continue in the architecture program and feel a sense of validation and passion for the profession. The BWBR jurors are mixed in with the other year-end studio jurors. They pick out five students whose work stands out from the rest, based on their response to criteria set up within that semester’s studio. The five finalists are informed that they will be presenting their projects once again to a final BWBR jury comprising a BWBR



principal as well as other diverse jurors who are building industry related but not necessarily architects. The winner is awarded \$2500 and the four runners-up, \$250 each. The BWBR jury is held during the year-end [School of Design Expo](#) and the winner is announced to the whole School of Design on that same day.

Diversity is represented both in the student body and the faculty and staff on campus, which is reflective of the larger community of Minneapolis. In both gender and ethnicity, the Architecture program is more fully diverse even than the College as a whole. Students range in age from just out of high school to older adults who have started their careers. This is a radical transformation in demographics from the early days of the program and can be attributed to the fact that Dunwoody's curriculum and environment fosters equity across the board. Additionally, the online program has allowed Dunwoody to reach broader populations, whether that is in rural Minnesota or across the country, bringing students from different areas and backgrounds together into one program. The diversity in gender, race, and age creates a rich and reflective student body, and the interactive coursework in studios, lectures, and seminars allow students to grow and learn from each other. There is also an actively growing [NOMAS](#) chapter on campus, which also makes Dunwoody a welcoming place for all.

Equity of access is a core aspect of Dunwoody and the School of Design. For on-campus students, the campus location within Minneapolis, and its status as a commuter college with [housing options](#) available for those who need it, make the opportunity for higher education accessible to all local students. The online program brings the opportunity for a B.Arch to students who may not have a local option for a B.Arch degree. All students are provided with a laptop with all the software that they need, which ensures all students have the tools they need to be successful, including plotting and printing.

Diversity and equity are also visible in the way that faculty work with students and assess the students' work. Faculty encourage students to find their own style and take care not to homogenize the students' work toward a singular aesthetic. Effort, attention, and passion are prized over polish in prompts and in grading. This ensures that all students are treated in an equitable fashion and are graded in a way that is free from bias and privilege.

Within studios, students work with partner-clients that are intentionally both rural and urban, emulating the diverse environment in which the campus is located. The study of the site in **ARCH4102 Studio 7 Interdisciplinary** discusses the origins of urban development including the social and legal constructs that affect racial and ethnic settlements, sometimes by unfair economic or access restrictions. Students come to understand urban environments as they are, why they are the way they are, and opportunities for improvement. Modifications to the history course sequence of **ARCH3130 Early Global History of Architecture** and **ARCH3230 Late Global History of Architecture** include a more global focus. The **ARCH4203 Culture** course helps students understand that the current state of architecture is influenced by the communities and societies that have come before us historically. This helps students see the connections across time periods, and how a local contemporary building might be influenced by sources around the world. Additionally, students in **ARCH4204 Studio 8 Abroad/Design Build** receive a cultural education about the history of environmental activism, with a focus on the anti-pipeline movement, and listen to guest talks from indigenous and allied environmental activists and educators. This provides an opportunity for students to understand broader perspectives and recognize the impact that architecture can have on social justice.

Additionally, the profession's education and licensure requirements, including the Code of Ethics established by the AIA, are presented in **ARCH1141 The Profession**. Students begin from their first semester to understand the architect's role in social equity, and to discuss examples of ethical considerations.



Dunwoody and the School of Design provide support for students to enter the profession and continued support for students throughout their careers. This reduces barriers of entry to the profession for all students, no matter what their background or connections are. The strong emphasis placed on design and technology within the first two years of the program gives students both the confidence and skills to start their careers immediately upon completion of the associate degree. The 2+3 model allows students to complete the first two years and then return to finish the B.Arch degree when it best suits their individual needs, while also supporting transfer students who want to attend the B.Arch on Dunwoody's campus or through the online program. The [Anthony L. Ferrara Career Services Center](#) provides help with finding internships, job opportunities, preparing for interviews, and developing a resume; these services are available to current students and alumni. There are two [career fairs](#) held for the entire campus each academic year; they are well-attended by local organizations and students with many opportunities for networking. An additional opportunity for students within the School of Design is the [Design+Construction Conference](#). This conference brought together students, industry leaders, and educators to provide networking opportunities for students, in addition to presentations on current trends and the future of both the design and construction professions.

In keeping with the school's commitment to professional preparation in architecture, the program participates in NCARB's [Integrated Path to Architectural Licensure \(IPAL\)](#) program. Starting in the Fall of 2021, sixteen third- and fourth-year students became Dunwoody's inaugural IPAL cohort. IPAL students are given access to advising, tutoring and a suite of study materials (books, practice exams, lectures, etc.) provided by Black Spectacles. Students in the program are scheduled to take the first two architectural registration exams (ARE) in the summer of 2022. In the Fall of 2022 recruitment for the program's second IPAL cohort will take place.

In addition to School of Design events, the College as a whole has hosted [Diversity Forums](#) on a regular basis that are open to students, faculty, and staff. These forums bring in a speaker to discuss current events and share a new perspective for attendees. Examples of speakers include Minnesota Human Rights Commissioner Rebecca Lucerio, Rev. Brian Herron from Zion Baptist Church, news broadcaster Robyne Robinson, and former Minnesota Attorney General Lori Swanson.

The College has also hosted other speakers for events related to diversity, equity, and inclusion. One such example is the Fall 2021 Faculty In-service event, in which Dr. Peggy Elliott-Pugh spoke about preparing students as future leaders and understanding the need for diversity, equity, and inclusion within the workplace.

The School of Design has also set up a Summer Design Camp for high school students in grades 9-12. This camp helps expose students to the field of design and makes students aware of the opportunities available at Dunwoody, creating an inclusive environment across all programs within the School of Design. It is taught by the faculty within the School of Design, allowing students to learn directly from the department's experienced faculty.

The department assesses equity, diversity and inclusion by reviewing the data to evaluate how diverse the program is compared to other programs at the College, along with national trends. While more diverse than the rest of the College, the School of Design will continue to utilize the above curricular and co-curricular items to ensure that the department is meeting each student where he or she is at and providing them what they need to be successful. The School of Design also assesses students' participation in student organizations or attendance at events through the use of the [professional engagement form](#). This helps demonstrate the areas in which students are participating and identify any areas for improvement.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Because of Dunwoody's historical mission of preparing students for technically focused careers, there is a common saying about the technologies offered to students: *Dunwoody focuses on the state-of-the-industry, not the state-of-the-art.* Dunwoody is not a research university and does not aspire to become one; rather, the goal is for students to feel at home quickly and competently within the profession as is currently practiced.

With that said, the Architecture recognizes that architecture as a profession relies on continuous hypothesis testing, experimenting and evaluating. Students are encouraged to explore. From site analysis to materials and systems to building form, they learn that there is no one way to do things, that every proposed resolution has strengths and weaknesses rather than being simply correct or incorrect. The same is true of the technologies they work with for presentation. The ability to learn and explore software is a lifelong professional expectation.

Dunwoody Architecture is explicitly tied to the profession. By having educators who also practice, consult, and in many cases maintain licensure, faculty are always infusing the curriculum with contemporary knowledge and information. In addition to that practice, the Architecture program has a [Program Advisory Committee \(PAC\)](#) which meets regularly to contribute their perspectives on the prospects and knowledge needed for graduates to be successful in architectural practice, and to find employment that best leverages their strengths. Students' professional capability and growth are also supported through the [Mentorship](#) and [IPAL](#) programs, as well as the program's emphasis on skills that help the students engage in practice and gain professional experience simultaneously with their academic education.

Dunwoody's ethos for education grows from its early roots as a technical college. The Dunwoody "difference" has always been that education is delivered in a learning-by-doing model. In short, it is less bookish and emphasizes hypothesis and testing methodologies that are based in rigorous methods. Within the Architecture program there is an emphasis on data and research that sets up the disciplinary framework in years one and two. This framework is then used to launch the succeeding years three through five, where studio design prompts challenge students to take technical norms and apply them in new ways.

The technical learning in the first semester of **ARCH1111 Architectural Drawing** (and beyond) centers around introducing software tools, then providing a project prompt to immediately begin use. The real learning then takes place when students get stuck and ask for help from their peers or instructors. Time spent familiarizing oneself with the program is prized over memorization of tools. Struggle is greatly reduced using this method of software instruction. Further, software is taught in a sequence that demonstrates the value of each tool. Students see the benefits and pitfalls of hand drafting, then get the privilege of moving to CAD. They see how hard making changes is in CAD, then get the privilege of moving to BIM.

Several courses focus on innovation as a part of design. **ARCH3120 2D Rendering** gives students the freedom to experiment and innovate freely, while **ARCH3220 2D Fabrication** has more focused content of iterative design and using digital fabrication tools. **ARCH4103 Structures** provides opportunities for students to test novel materials by pulling them from the waste streams of industry or construction and using them in detail mock-ups that can be



tested for structural characteristics. These experiments help students understand the importance of exploration of new materials.

Dunwoody's structure and size support innovation by allowing faculty and staff to communicate clearly and directly to collaborate and share resources. There is extraordinarily little red tape to cut to innovate. Students have many informal opportunities to learn from colleagues across disciplines. These opportunities include the [Design+Construction Conference](#) and shared projects or presentations with the Interior Design courses. The 3D printing equipment and Fabrication Lab (FabLab) are shared across disciplines. The department hired a new FabLab manager who can facilitate and support the activity in that space, along with collaborating with other departments across campus, such as the utilization of the Metrology Lab or collaboration with the Construction Sciences & Building Technology department.

Administration and classroom size support innovation through flexibility. Small class sizes allow content and instruction to be tailored to the people in the room. Faculty can address different learning styles, and depth of instruction or time spent on a specific process can be proportional to the challenges and experience level in the classroom. In each project, students are asked to first understand the current conversation around the topic, then to contribute their own voice in an ideally new and constructive way through visual, written, and verbal discussion.

Across the campus, innovation is expressed in many different ways. Examples include [the autonomous snowplow competition](#) or [robots on display at the Minnesota State Fair](#). Demonstrations of innovative student work are held during staff meetings, and there is an overall encouragement of both faculty and staff to try new things or find improvements within the current processes. Some examples of this innovation include implementation of CollegeSource products TES and Transferology within the Registrar's Office and Admissions departments to support transfer credit evaluations; utilizing Handshake within the Career Services department to assist students with finding jobs; and the implementation of the Talk One2One virtual counseling resources within the Student Affairs office to meet the needs of students.

Assessment of knowledge and innovation is done in the assessment of the curriculum with the [Program Advisory Committee \(PAC\)](#). The PAC provides the program a feedback loop, allowing faculty and administration to learn what graduates are bringing to the profession, what the profession is looking for in recent graduates, and help to improve and modify the curriculum to support the needs of those hiring graduates. In the future, the program will continue to utilize the PAC to provide curricular guidance, along with accreditors and the Minnesota Office of Higher Education.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

The Dunwoody mission is for students to develop into leaders and entrepreneurs, to engage in "the better performance of life's duties" not merely as individual employees but also as members of the design and civic communities. Dunwoody emphasizes that design is an array of collaborative practices: collaboration within a professional team, collaboration across the professions that are required to bring a building to fruition, and collaboration among clients



and communities. Rather than expecting students to adhere to the model of the lone artist, faculty consistently offer them not merely the opportunity but the expectation that they will approach problems as teams, each lending their unique skills and perspectives to its resolution.

Students within the Architecture program go out into the world, demonstrating collaborative and inclusive practice. (The practical and interpersonal experience that is brought to the classroom with partner-clients helps students become employed early as well.) Students learn to be collaborative as part of a team, inclusive of all with whom they work, and creative in solving problems. Students learn that their role can change: sometimes they are the ones leading, while other times they are following the lead of others. Students learn that leadership means that they respect and work with the expert in whatever situation they're in, knowing that the architect isn't always the expert in every situation.

Professionals participate with students at all scales, including desk/guest reviews, guest lecturers, or speakers visiting campus. One cross-program function is the [Design+Construction Conference](#), which has speakers from Interior Design, Graphic Design & Production, Construction Management, Electrical Design, and HVAC Design, along with a career fair to support students. Through opportunities like this, students grow an understanding of their own and other professions: how to communicate, collaborate, and respect the roles of all design participants.

Graduates are seen by the professional community as confident, resilient, self-managing, and focused on the work. Dunwoody recognizes the value of what Dan Pitera calls "leading from the side" which entails embracing the strength and comfort of all involved parties to collectively navigate and address issues addressed by design. Additionally, the program strives to create professionals who recognize the value of experience in all communities, professions, and trades that contribute to the realization of projects in built forms and leverage that collective knowledge to enrich the built environment.

Within **ARCH1141 The Profession**, students receive an introduction to the overall profession of architecture. Students learn the licensure requirements and the roles of members of a firm and project stakeholders. As part of reviewing professionalism, students learn about the AIA Code of Ethics and NCARB Code of Conduct.

Within **ARCH4204 Studio 8 Abroad/Design Build**, students receive a cultural education about the history of environmental activism, indigenous leadership in environmental and social justice movements, and indigenous building techniques. This leads to an experimental design project within groups, supporting the value of design as a collaborative and inclusive enterprise with a focus on serving communities.

The National Equity Project has defined leadership as "taking responsibility for things that matter to you." The program uses this as an organizing principle for the studio courses. In particular, **ARCH5104 Studio 9 Comprehensive I** and **ARCH5204 Studio 10 Comprehensive II** emphasize leadership before students graduate with their B.Arch degrees. The students are encouraged to take a stance on something they believe in related to their project. They are then instructed to respond to this stance through form-making. While the expansive nature of design education is valued, the priority is the students' awareness of their own power.

When working on their thesis projects, students organize their own travel for completing the project. They take initiative and responsibility for their own work, understanding that leadership is the responsibility for yourself as part of a larger community.

Students have also engaged with communities outside of Minnesota. One group of students went on a faculty-led trip to Puerto Rico and worked together to design and build a portico for



a woman's home. This trip helped students engage with the community in a new way, while also applying their technical skills.

Additional details regarding study abroad and travel can be found [here](#).

Outside of the curriculum, students are encouraged to take part in co-curricular activities such as NOMAS, CSI, AIAS, and WIA, which provide opportunities for them to take on leadership roles or collaborate with others outside of their cohorts. This sets an ambitious agenda for students to engage in both co-curricular and larger community engagements to develop their leadership and collaboration skills. Student organizations have elected offices and organize fundraisers and events for the student body. Students also have the opportunity to engage with pro-bono work by collaborating with local architecture firms, gaining insight into how community engagement works within professional practice. An additional collaborative opportunity is a mentorship from [FXCollaborative](#) (a firm out of New York); students can apply for a multi-week mentorship program to help them engage with others outside the Dunwoody campus.

The entire campus supports community engagement for students, whether that is part of the campus community or the wider Twin Cities community. Students receive weekly campus updates called the [DC Weekly](#), providing them information about campus events, important dates, and helpful resources. Staff receive weekly updates called the [Dunwoody Observer](#), providing information about campus events, new hires, and other valuable information. Examples of [events](#) for students include an ice cream social for all students, a chili cook-off presented by Kate's Club (a club for women on campus), or a workshop on building a LinkedIn profile sponsored by the Student Government Association and NOMAS chapter. Additionally, one class implemented a service-learning project called [Acts of Kindness](#), which required students to do an act of service within the community; examples included Feed My Starving Children, cleaning up the City of Minneapolis Parks, volunteering at Animal Humane Society, and building furniture for a church ministry.

Campus events or opportunities centering around leadership are also provided to students by different areas on campus. Members of the [Student Leadership Council](#) lead various student organizations on campus and collaborate with Student Affairs to provide support for student events and participation around campus. The [LEAD Speaker Series](#) is provided to students, faculty, and staff by the Office of Institutional Advancement as an opportunity to hear from industry leaders on a regular basis. The Kate Dunwoody Society is part of the [women's initiatives](#) on campus; it is a network of students, alumnae, staff, faculty, and friends of the College who create mentorship and networking opportunities for the women of Dunwoody, through individual conversations and introductions as well as larger campus events.

The staff and administration are involved in community engagement as well, demonstrating this value for students. Dunwoody's faculty are involved with the [Girl Scouts River Valleys'](#) Power Girls camp, which helps campers create hands-on projects each summer. The faculty and staff involved with [Pathways 2 Careers \(P2C\)](#), host an on-campus event for the students during the summer, preparing them for the start of the school year. Additionally, School of Design faculty participate in the [Summer Design Camp](#) held annually on campus, in which high school students work on a project in collaboration with the Architecture, Graphic Design & Production, and Interior Design faculty. Students also participate in activities like visiting a local firm where they can get exposure to the profession before deciding on a career choice.

Dunwoody recognizes leadership and community service through awards given out on an annual basis. Students within the School of Design have been celebrated by [winning campus awards](#), such as the Academic Excellence award, the Dunwoody Community Service award, and the Dunwoody Diversity and Inclusion award. School of Design faculty have also been [granted awards](#) from the Dunwoody community. Multiple faculty members won the College's



Teacher of the Year award, which is given to a faculty member who is committed to the success of students and serves as a role model for both students and colleagues. Another faculty member won the Distinguished Teacher award in 2022, which is given to a faculty member who have committed a significant portion of their career to teaching and demonstrates an ongoing commitment to education.

In the future, the program sees leadership, collaboration and community engagement continuing both within the curriculum in the form of utilizing real clients and real projects, maintaining the strong community partnerships that the program currently have. The College also has created the new Fabrication Lab (FabLab), which will bring together students across curriculums to share in this space. Outside the curriculum, the College is committed to maintaining campus events and engagement opportunities and assessing the level of student participation in these co-curricular opportunities. One way this is done is by having students complete a professional engagement form throughout the semester as part of their studio course; this allows the program to see which events the students are attending and consider what improvements could be made. The program will continue to assess the students' community engagement and leadership skills, both within the curriculum and outside.

The Dunwoody mission is to cultivate students' leadership skills and teach them to be engaged in the community in which they will be working. Their skills in collaboration, communication, and community service are strengthened not only through their coursework, but also through co-curricular activities, and further supported by internships or work experience. At Dunwoody, students learn how to be a leader in a collaborative environment and how to create a respectful and inclusive environment for all.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

Learning by doing is not merely a pedagogy for current students; it is the development of a life habit that prepares students to be lifelong learners. Students learn that sometimes their solutions will work, and sometimes they will not; that progress comes through failing and trying again. The continual process of research, exploration, and creation helps students understand that learning does not only occur in the classroom.

Architecture faculty bring in experiences from outside the classroom to demonstrate their own commitment to lifelong learning. Students are encouraged to travel and have new experiences; faculty will often share their own vacation photos during lectures when discussing important buildings. Events, new restaurants, or exhibits often come up in conversation with students, expanding their horizons. The faculty help students to understand that everything they experience can be brought back to the field of architecture and that they should attend events or activities that they love or are passionate about. When faculty attend conferences or events, they will share the information learned with students, helping them see the breadth and depth of the field's body of knowledge.

Dunwoody teaches the fundamental practice of learning in a variety of ways. Students learn to see assignments as more than the immediate task in front of them; a sketchbook becomes a part of their life, rather than just that week's task to check off a list. Students also learn to be self-sufficient throughout the five years and learn to manage their own time. Assignments



are written up in often explicit ways for students to understand how to break a large and complex design assignment into timed portions, holding students accountable for deadlines as they would in professional practice. Finally, in year five, there is an absence of deadlines; students are to use their previous experience to develop actionable spreadsheets to manage their time working on their class work, but also balance family, sleep, and their other obligations. This pragmatic approach is embedded in the curriculum in the form of teaching time management, but also arcs back to Dunwoody's mission statement of "[the better performance of life's duties](#)," while the idea of life's duties also ties into the architecture field's professional values of health, safety, and welfare in a holistic sense.

Dunwoody's Architecture program is explicitly tied to the profession. By having educators who also practice, consult, and many maintain licensure, the faculty are always infusing the curriculum with contemporary knowledge and information, demonstrating lifelong learning for students. In addition to the faculty, there is a [Professional Advisory Committee \(PAC\)](#) who contribute their perspectives on the prospects and knowledge needed for graduates to be successful in architectural practice, and to help graduates find employment that best leverages their strengths. This is supported through the [Mentorship](#) and [IPAL](#) programs. The mentorships exist between year three and year five students, as well as between year five students and local licensed architects. The student mentors are selected by faculty, while the professional mentors are required to be an architect and cannot be a current faculty member. Since the fall of 2021, the department participates in NCARB's Integrated Path to Architectural Licensure (IPAL) program. Sixteen third- and fourth-year students became Dunwoody's inaugural IPAL cohort. Participation is voluntary and IPAL students are given access to advising, tutoring and a suite of study materials (books, practice exams, lectures, etc.) provided by [Black Spectacles](#). Additionally, the program schedule and course schedule allow students to benefit from engaging in practice and gaining professional experience, while simultaneously completing their academic education.

The coursework supports the idea of lifelong learning for students. In **ARCH1111 Architectural Drawing**, students learn to complete reviews of their peers' work. This helps students learn how to give and receive feedback, understanding that a good review isn't about praise, but about being challenged to improve. In **ARCH1141 The Profession**, students learn about the role of an architect among other members of a firm, as well as the stakeholders of a project. They learn about the Code of Ethics established by the AIA, the NCARB Code of Conduct, and licensure requirements. Students begin to understand how continued learning supports the role of an architect, which is supported by courses that occur later in the program.

One such example is **ARCH3210 Program & Society**, in which students collaborate with local firms to access the expertise of industry professionals. Students see the role of professionals in education, while also participating in a roundtable at the [Design+Construction Conference](#), reinforcing the role of lifelong learning.

Professional learning is part of the Dunwoody and School of Design cultures. The [LEAD Speaker series](#) is an ongoing monthly series open to the campus, giving students, faculty, and staff an opportunity to hear from industry leaders on a specific topic. The unique 2+3 model provides an opportunity for students who have been working in the field with an A.A.S. to return and complete their B.Arch, providing an opportunity for further learning. Campus events like the [Design+Construction Conference](#) and the [Product & Rep Day](#) support opportunities for students to continue their learning outside the classroom and understand the role of continued learning even after their degree is completed. Dunwoody has collaborated with AIA Minnesota to [develop and offer Continuing Education \(CEU\) coursework](#) for the profession. The College wants to be seen by its students and by the profession as the place where one learns throughout one's career. The School of Design also provides an



opportunity for its students to be employed as a [student worker](#) within the School of Design. As a student worker within the School of Design, students are not just completing their homework in an office setting; rather, these student workers help support the Fabrication Lab (FabLab), provide tutoring for other students, and assist with other projects within the School of Design, reinforcing the idea of continued learning outside of courses.

The College is committed to continued connections with alumni. The students stay connected to the College, through departmental connections with faculty, within professional organizations, or through other campus departments like Career Services. In particular, the Career Services department offers lifelong access to graduates. This connection to the College helps students advance their professional lives and gives them continued support, even after they graduate.

The School of Design assesses students' demonstration of lifelong learning through their participation in attending conferences or other professional development events; students report their attendance on the professional engagement form as part of their studio coursework. The College's staff and faculty foster the lifelong learning environment by showing the value of attending these events. One expectation of full-time faculty is that they be part of a committee on a professional organization, which shows students the value of professional organizations. Additionally, the president of [AIAS](#) also sits on the AIA Minnesota board as a student representative. Dunwoody remains committed to lifelong learning for both students and faculty, and continually assess students' levels of engagement throughout their studio coursework to ensure that the program is providing them the opportunities and support they need.



3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline’s skills and knowledge.

Program Response:

The Dunwoody Architecture program ensures that students understand the paths to becoming a licensed architect through curricular and co-curricular opportunities. Faculty let them know all the places they can go with their education and prepare them to get there. Courses include instruction related to professional readiness, project management, construction administration and bid analysis. Outside the curriculum, the program offers opportunities for students to engage in professional development through [IPAL](#), the [Design+Construction Conference](#), the [Product & Rep Day](#), [career fairs](#), [AIAS](#), [NOMAS](#), and [CDT](#). The program also facilitates professional mentorship with local architects, provides job opportunities through [Handshake](#) (an online recruiting platform for higher education students and alumni, partnering with universities and employers to streamline and simplify the recruiting process), and celebrates licensed graduates.

The Architecture program focuses on career opportunities and paths to licensure over the arc of the program, beginning even at pre-enrollment open houses. The students engage with the profession on many scales, within and beyond the classroom. In addition, many of the curricular and co-curricular activities include practitioners from adjacent fields, ranging from interior design, landscape architecture and urban planning to engineering to construction materials and systems. Students are introduced to any number of ways to exercise their growing design skills, within architecture and beyond.

Career preparedness requires an understanding of the processes of the profession. The students interact with professionals at desk crits and in project presentations. They attend professional organization events and conferences. Guest lecturers offer the students an opportunity to see the many different faces of the profession, and to ask questions about these professionals’ paths to their current positions.

The curriculum organization that foregrounds technical understanding and capacity allows students to enter the field early in their education. Many students are currently working in the profession (approximately 1/3 of the students) often after their first year and are bringing that knowledge back to the classroom. Students are actively involved in [AIAS](#), [NOMAS](#), and [CSI](#) to engage with the profession.

WITHIN THE CURRICULUM



PC.1 is addressed through projects and exams in a sequence of courses across the five years. The first two years include [ARCH1141 The Profession](#), [ARCH2105 Economics of Practice](#) and [ARCH2201 Portfolio](#); students have the opportunity to integrate that learning in [ARCH2103 Project Management](#). In their upper-division courses, [ARCH5103 Professional Practice](#) offers detailed guidance on completing one's internship, sitting for exams, and becoming a licensed professional; and [ARCH5201 Architecture Seminar F](#) helps students learn to present their work, their interests and their desired career growth to partners in the industry.

Year One

[ARCH1141 The Profession](#). This course introduces students to the profession of architecture. It presents a broad overview of the profession's requirements for education and experience leading to licensure. The course helps students learn the roles of the members of a firm, and of other project stakeholders. Students begin to learn norms of professionalism; as part of that, the AIA Code of Ethics and the NCARB Code of Conduct are used as a detailed case study. Students review and discuss examples of ethical questions, and ethical failures, in the context of the AIA Code of Ethics and the NCARB Code of Conduct, and write an essay on a standard within the document.

Year Two

[ARCH2105 Economics of Practice](#). This course studies the financial elements that a firm's staff member will manage during construction. The course relies on examples from the instructor's own practice. Students move from the basics of spreadsheet use (emphasizing the power of formulas), through preliminary cost estimates as required by the AIA Owner Architect Agreement, prepared using RSMeans construction-cost software. Students evaluate bids (union and non-union), their qualifications, and adjustments for incorporating non-union work. They present spreadsheets that would communicate their logic to the client, and then prepare a document that will serve as the contract sum for the Owner/Contractor agreement. Pay applications are studied: students mark up and correct a contractor's pay application with a rejected line item. In addition, the most recent project required a Tax Increment Financing Calculation; accordingly, students prepared documentation that would be provided to the community. Students evaluate the project's energy use costs, and the feasibility of incorporating solar energy

[ARCH2201 Portfolio](#). Because the program is committed to career readiness and licensure, the fourth-semester Portfolio course consolidates and showcases the technical focus of the first two years, so that the students are prepared to interview for their first full-time job in the profession as architectural interns. Many students work 15 to 20 hours a week during the school year, and faculty or administrators often help them find placements within local firms. In this course, students highlight their technical knowledge of design software and understanding of building systems, as these are some of the skills employers look for in interns. They explore the AIA-MN job bank for their "dream jobs," some of which are outside what is considered typical architecture practice.

The products of the course are threefold.

- Students learn that their resume is more than a nicely formatted job-search tool—the act of compiling a resume can clarify for each student what has interested them in the past, what brought them to the field of architecture, and what they might be interested in pursuing in the future.
- Prompts lead to the development of a cover letter that projects their professional ambitions. This is bolstered through mock interviews that help students present their capabilities and their interests.



- Students develop a portfolio of their work, organized under headings such as Coursework, Work in the Profession, Creative Work, Research, and Related Experience. This categorization helps students understand the many ways they will be representing themselves within the profession. Students perform extensive case studies of professional portfolios that they consider as precedents.

These exercises not only provide students with professional employment tools; they help students discern where they could most immediately see themselves within the profession: as managers, technicians, designers, technocrats, or academics. The rationale of encouraging students to seek employment as early as their second year is to help keep them on the fast track to licensure, as Dunwoody's IPAL program allows students to begin accumulating AXP hours and sitting for sections of the ARE anytime, even well before graduation.

[ARCH2103 Project Management](#). This course leads students through the roles of the numerous stakeholders of a building's design, essential to understanding one's own role in an architectural practice. Knowing the organization and responsibilities of all the participants helps students understand how their role impacts the whole, where their work ends and the work of others begins, and gives their work more meaning. In addition, students study contracts, project delivery methods, billing, project scheduling and sequencing.

Students prepare a schedule in MS Project; estimate the value of existing buildings, additions, and renovations; and research the histories and organizational structures of firms. Studies of international firms and comparisons to local firms, augmented by visits to the local firms, introduce students to the physical and cultural character of architectural practices.

Year Five

[ARCH5103 Professional Practice](#). The course introduces students to the multiple facets of being an architect and the factors that influence its practice. A key focus of the course is exposing students to the many ways in which architects practice architecture and the roles they play within organizations. The course features a range of guest speakers who practice architecture in a variety of settings. This includes architects who work as sole practitioners, with corporate firms, public agencies, design build contractors, educators and client representatives among others. As part of the learning process students will examine case studies and interview professionals to develop an expanded view of architectural practice. Students write a professional self-reflection essay in order to help them to reflect on and articulate their professional goals and aspirations. The course concludes with an assignment in which students research and propose a design firm start-up, complete with a marketing and business plan, using the skills they have developed to critically assess social, economic, environmental, legal conditions and alternative practice models.

[ARCH5201 Architecture Seminar F](#). There are three main components to Seminar F: the curation of a pre-graduation portfolio, the development of a thesis book showcasing the work of the entire cohort, and the creation of a poster for a year-end exhibition. These three projects, taken together, help students bring focus back to their own place and position within the profession. Students are asked to compare their own portfolios with those of other students graduating from Bachelor of Architecture programs. There is wide availability of these portfolios on websites such as [Behance](#) and [Issuu](#). Students start to understand what makes a successful portfolio by listening to well-known architects discuss student portfolios in the context of hiring, something easily accessed on the public forum on the web. In-class discussions build consensus around what makes professional portfolio and thesis book. Students critique one another based on what they have learned through the study of precedent portfolio and the curation, layout and organization of work, and this helps raise the level of work in the overall class at the same time. Assessments happen at two major points



in the class: at midterm, where the three projects are presented as drafts, and in a final form at the end of the semester.

CO-CURRICULUM

Along with the content of our courses, Dunwoody Architecture employs numerous strategies and opportunities for students to learn about the paths to professional life and licensure, and about their own desired roles within it.

Faculty From the Profession

Many of the full-time and adjunct faculty come from practice and maintain a role in practice. Students are exposed to faculty whose work spans a range of scales from residential to corporate; spans a range of scopes from regional to national to global practices; spans a range of urban planning, community partnership, and resiliency interests. Several faculty firms explore innovative material and digital fabrication practices

Exposure To Professionals

With the annual [Design+Construction Conference](#), students are exposed to professionals across architecture and greater design and construction disciplines. Students are able to see an array of professional projects and envision how they could fit into that workplace. In addition, there are lectures and professional panels that are in dialog with design studio work and work being done elsewhere in the curriculum. As one example, the panelists on the “[AIA Framework for Design Excellence](#)” were experts in sustainability and innovative architectural technology as it impacts climate change. That AIA Framework also guided the design approach for the Spring 2022 Year 3 Design Studio, and students were able to see the serious implications of their work as presented and discussed by the panelists.

The School of Design hosted the inaugural [Product & Rep Day](#) in Fall 2021, in which representatives from the architecture and interior design products industry came to campus with examples of their products and materials. Students meet with product reps and spec writers, and are introduced to the detailing work that manufacturers provide when their products and materials are specified. Students are the focus of this event, unlike a professional conference or expo—students have the full attention of the presenters. This helps students be more willing to fully participate by asking questions and getting involved, instead of hiding in the shadows.

In spring of 2022, The School of Design hosted the inaugural [School of Design Expo](#), in which graduating students from all areas of SOD—Architecture, Interior Design, and Graphic Design and Production—created a book and presentations of their work. All the graduates in both the Associate and Bachelor's programs, were honored with a reception hosting professionals, mentors, and families. Not only was it a celebration of the students, but it was a well-attended event by professionals, many of whom were there explicitly to search for new hires.

Paths To Licensure

Dunwoody holds monthly [Open Houses](#) as a means of highlighting pathways from secondary education into the profession, and demonstrates the work of the students and the skills they have learned that prepare them to enter the profession. An important distinction of the program is the opportunity to emerge after only two years and enter meaningful professional



life, or continue part-time employment in service of AXP throughout the course of a student's B.Arch and [pre-licensure path](#).

The School of Design helps students find their right strategy to enter the profession. Faculty advisors encourage students to pursue internships at architecture firms as soon as possible, usually after the first year, since they have the fundamental technical skills to be of productive benefit to a firm. The program also encourages all students to sign up for NCARB Record and begin AXP with their firm mentors, regardless of whether they choose to immediately continue to the B.Arch. Faculty advisors have informal discussions of setting up the account and tracking hours as soon as they start working for a compliant company. The department has also calculated the hours necessary for a student to earn their AXP hours during their third through fifth years at Dunwoody.

Discussions around the different paths to licensure. After the third year, informal "ARE strategies" discussions happen once a semester after studio; these came about from student requests and are well attended. The full array of NCARB tests are discussed, with strategies focusing on scheduling, studying options, and "day-of-exam" best practices

Some students choose to participate in the Integrated Path to Architectural Licensure (IPAL) program. Students can begin the IPAL program in year three. They actively collect hours and schedule their first exams. Three exams are taken between years three and four, with the remaining exams taken at a later date.

[Continual Contact with Professional Alumni](#)

As a developing B.Arch program, it is important that the program not only establishes connections to practice for current students, but also celebrate the graduates by maintaining and supporting their connection to students in the program. This is accomplished by leveraging alumni knowledge of and experience with the thesis/capstone process. Architecture graduates return to talk about everyday professional skills like time management and presentation formats and offer mentorship about the transition from academic learning to practice. The School of Design also recognizes and celebrates new licensees. In addition to honoring the new licensees, this encourages current students to pursue licensure as an important rite of passage and shows the College's continued commitment to them as professionals.

[Career Advising](#)

The Career Services department uses the [Handshake](#) job-match portal to connect students to employers. At any time during their tenure as students or after graduation, they can utilize Handshake, refresh their resume and interview skills, or build online profiles with a counselor.

Career Services hosts two all-College career fairs per year, in addition to the architecture-specific career fair associated with the [Design+Construction Conference](#). An added bonus of career services at Dunwoody is that alumni have lifelong access.

Within the Architecture program, discussions of career trajectory are frequent and early. For the A.A.S. students, faculty advisors discuss the range of possibilities that open up with a B.Arch, and how quickly one can become a licensed architect through IPAL. Students are also advised on how the long-term trajectories of a B.Arch might lend themselves to greater income potential. Most importantly, the program emphasizes how the reach of a professional degree can allow student to make an impact in addressing things that matter to many of the students – climate change and social justice, through the practice of architecture.

[Internal Mentorship](#)



A key component of preparing students on their pathway into practice is developing networks through peer and professional mentorship. This is accomplished through connections within the B.Arch program between third and fifth year students, and the establishment of professional mentors throughout the B.Arch sequence that may help connect students to knowledge of firm culture and practice as well as opportunities for employment and constructive criticism of work produced throughout the studio sequence. On a more informal basis, the students have invited speakers, such as the President of the AIA, Alicia Belton, to have brown bag lunch conversations about their own journeys through the profession.

Two student organizations, [NOMAS](#) (National Organization of Minority Architecture Students) and [BOLD](#) (Building Outstanding Leaders in Design – a partner project between NOMA and IIDA (International Interior Design Association)), pay particular attention to pairing students and mentors of color.

Internships

The School of Design encourages students to pursue internships at architecture firms as soon as possible, usually after the first year, since they have the fundamental technical skills to be of benefit to a firm. Faculty advisors discuss this each semester at student advising visits, helping students assess their best professional entry points. With each year of the program, the percentage of students working in the AEC industry grows. Course scheduling supports students working by focusing all coursework during the morning hours to provide afternoons available for work; starting in the 2022-2023 academic year, no courses will be offered on Fridays, for the same reason.

Student Organizations

There are four primary student organizations within the Architecture program that receive both departmental support and Dunwoody's institutional support.

- [AIAS](#) (American Institute of Architecture, Students). All incoming architecture students, in both the 2-year A.A.S. and 3-year B.Arch, are offered student memberships. The AIAS has an inward focus on student cohesion and culture within the Architecture Program. To this end, the board members gather each year with their faculty advisor to review and revise a [Learning & Teaching Culture Policy](#) that addresses comradery, respect, sociability, and professionalism in all internal dealings between peers and between students and faculty. AIAS students are active in Program media and publicity, and in representing the program at both the Minnesota AIA Conference and the Minnesota State Fair booths. AIAS students actively attend the Minnesota AIA conference as well as at other conferences like the Association for Computer Aided Design in Architecture (ACADIA). AIAS students actively promote and participate in socially forward workshops like the [AIA](#)'s "Search for Shelter," and volunteering at Habitat for Humanity.
- [NOMAS](#) (National Organization of Minority Architecture Students). The Dunwoody NOMAS Chapter is a newly established chapter but one that has already been very active. The Architecture Program covers the cost of membership for all interested students. Dunwoody's NOMAS chapter held the [George Floyd Cipher](#) in Summer of 2020, with architecture students from Dunwoody, the University of Minnesota, Macalester College and surrounding community colleges like Hennepin County Technical College. Students participated in a design workshop centered around expressing architecturally the pent-up emotion related to the murder of George Floyd. Industry professionals shared their experience with design charettes, while BIPOC professionals offered individual mentoring to students. The outcome was a digital wall of many exciting and provocative designs for George Floyd Square (a memorial square in South Minneapolis).



NOMAS facilitated a two-day, paid mini-internship for six BIPOC students to work side by side with HGA's architects and their clients in a workshop that sought to produce design solutions in a very short time. NOMAS Dunwoody also hosted the local parent chapter virtually, during COVID. There was a total of 52 participants at an online profession and portfolio workshop. The informal pipeline of job offers for student interns comes in through the NOMAS faculty advisor, built on strong networking within the profession. In addition, NOMAS has had firms reach out to donate used but up-to-date workstations for students to use as their own. The NOMAS chapter has had a number of prominent speakers at their brown bag luncheon's that include the MN Chapter President of the AIA and various BIPOC professionals who share their own experience and advice for navigating the profession. Every NOMAS member who is an active chapter participant is helped to identify a suitable mentor from within the profession. The Chapter is in the early stages of working on the logistics of entering the NOMA National Student Competition.

- [WIA \(Women in Architecture\)](#) is the most recently added student organization and is still developing. However, in 2022 the WIA started a lecture series with the first invited speaker, and some of the programming centers around gaining higher visibility of women architects within Dunwoody. To this end, a brown bag lunch series for informal conversations and a single school-wide lecture by a prominent woman architect are slated for the upcoming year. Further, work has begun on identifying a place for an archive of women graduates from Dunwoody's Architecture program where the College can capture their lived experience and oral histories, as well as a place to archive their student work. Dunwoody is currently in talks with the Women's Club of Minneapolis to see if such an archive might be housed there.
- [CSI \(Construction Specifications Institute\)](#). Student membership in the local chapter of the Construction Specifications Institute is supported by the program. Students work with CSI and see product representation are a career path as well as learning how to work with product and material vendor representatives.

SELF-ASSESSMENT – PC.1

Dunwoody sets the students on the path to careers in architecture. Their ability to enter the AEC industry early gives them the tools to become an architect or take on other roles in the design professions. The College's specific path as a 2+3 program allows students to pursue a multitude of opportunities not available to a 4+M.Arch or B.Arch, especially if they complete the A.A.S. program after two years and do not choose to immediately continue on to their bachelor's degree. This makes an architecture career more approachable for the students.

Dunwoody pays for student membership fees for AIAS, NOMAS, and CSI – whichever an individual student chooses. This provides all students equal access to professional events, mentors from across architecture, and the benefits of professional membership.

The School of Design have seen the B.Arch graduates rapidly employed within the profession, many continuing in positions they had already begun while still students. The 2021 B.Arch cohort had thirteen graduates, twelve of whom were employed at or shortly after graduation within architecture or in design-related positions (the thirteenth was employed, but not within design). The 2022 B.Arch cohort had seventeen graduates, all of whom were employed at or shortly after graduation within architecture or design-related fields.

As the Architecture program continues to progress, the department would like to increase the ways that students from diverse backgrounds can envision themselves in practice, by exposing them to the broader range of career possibilities that an architecture degree has to offer. The department will continue to work with professional organizations to broaden

mentorship pairings and attract guest lecturers from diverse backgrounds. Faculty are also planning many firm tours, now that COVID restrictions are eased). Faculty advisors also are encouraging students to further their education with Master's studies beyond their professional degree. The department has interfaced with four Master's programs at the University of Minnesota that Dunwoody B.Arch graduates can complete in one additional year: the Master of Heritage Studies and Public History, and three tracks in the Master of Science in Architecture program – Sustainable Design, Metropolitan Design, and Research Practices.

The School of Design (SoD) feels that increased cross-pollination across programs will expand knowledge of career opportunities in the design and construction industry. Students currently participate in all SoD events, such as an ice cream social this spring, and the [School of Design Expo](#) is a cross-disciplinary event that highlights graduates from all programs. Friday workshops for all SoD students are being developed for Fall 2022; the events will include a tour and speakers, [Product & Rep Day](#), and a studio swap, in which students from different programs (Architecture, Graphic Design & Production, and Interior Design) visit each other's studio courses to showcase their work. In Spring 2023, the graduating class of Architecture, Graphic Design & Production, and Interior Design will present their final projects in a round-robin presentation format with shared jurors.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

The Dunwoody B.Arch helps students find their own body of ideas and commitments that lead toward form and habitation. Each studio faculty leads students through her or his own design processes, addressing how one particular designer considers and responds to a specific question. The program's goal is to model design thinking, so that students, through experiencing a broad array of design processes, can begin to develop their own versions that respond to their own interests and abilities.

The stacked 2+3 curricular model grounds the work of designers in technical knowledge and capacity. But even though the two-year A.A.S. program is technically oriented, the program still ensures that students have an increasingly complex studio experience every semester. Students conclude their second year by going through the design process in a very traditional and stepwise way that reflects the AIA professional design sequence. This allows them to see process in digestible steps, similar to the way they have been taught to understand systems and documentation. The third year, and full entry into the B.Arch stream, marks a shift in design complexity, as students are asked to think about architecture as a composite of many factors: urban, economic, cultural, environmental, and material. As they continue through the last three years of their education, they look to see how culture and place play a dominant role in the design process, the ways that the users of the project, including multiple roles and interests, drive program and function, and how values and experiences drive the process. They see an increasing spectrum of the ways that ideas generate form.

WITHIN THE CURRICULUM

PC.2 is addressed through an increasingly complex sequence of problems in years two through five. The first two years culminate with students' first whole-building studio,



[ARCH2204 Studio 4](#). The third year introduces questions of place-and-culture responsiveness through [ARCH3110 City & Site](#), and the power of computational design in [ARCH3220 2D Fabrication](#). Students begin to integrate multiple design factors in the interdisciplinary studio [ARCH4102 Studio 7 Interdisciplinary](#) and conclude their B.Arch with a two-semester comprehensive studio, [ARCH5104 Studio 9 Comprehensive I](#) and [ARCH5202 Studio 10 Comprehensive II](#).

Year Two

[ARCH2202 Studio 4](#). This studio brings all the technical skill and knowledge learned in the first two years to bear upon a traditional design process. Students work, for the first time, through the stages of pre-design, site and precedent research and analysis, conceptual design, code review, schematic design, and design development. They are asked to synthesize the distributed knowledge they've gained through the first two years of the program, as they develop a design proposal for a mixed-use development (including student housing) on the Dunwoody campus.

From the beginning of the course, students develop a programming document that is updated while they progress through the design process drawing on precedent, code review, occupant load and egress, and feedback from instructors, peers and external reviewers. Guest speakers from the local architectural community and from the Dunwoody administration discuss the ways that designers fulfill both client and personal goals, and students use these ideas to develop further program expectations and criteria. The studio requires formative working reviews at multiple phases of the process, bringing in professionals to help students develop and refine phases of their design proposals. Students also participate in peer reviews to build tools for critical feedback and collaboration. There is a summative review at the culmination of the studio, in which students are expected to integrate all aspects of the project prompt, and to respond to the goals that they themselves have set forth.

Year Three

[ARCH3110 City & Site](#). City & Site is the first upper-division design studio, acting as a transition beyond the technical education of building systems and documentation in their first two years. This studio also specifically facilitates the integration of Dunwoody's own students and transferees from other schools into a cohesive cohort, through first immersion in the Super Studio community workspace and through facilitating peer conversations over the variety of knowledge and skills that they bring forth into these new design expectations..

This City & Site studio helps students understand that architecture engages far more than just material systems and nameable client functions. The course asks them to work through the social and cultural forces that are evident when one engages the city as the surrounding context of the site. Students begin with a series of research exercises and prompts about the site and its neighborhood, leading to the development of an originating design concept. Students are then asked to develop precedent studies, through which they understand how the project they are working on is related to their case study, but also the ways in which outcomes and expectations will differ because of the varied historical and social forces embedded within the site and the city. The emphasis on research as a backdrop to human factors is paired with theoretical readings on urbanism, as students move from data and ideas to the evolution of a design solution for their given site. The students are asked to frequently revisit their research and readings to ensure that thinking at the scale of the city is captured in their response to site and project.

[ARCH3220 2D Fabrication](#). 2D Fabrication investigates rule-based design through processes of tessellation and tiled patterning, giving students the opportunity to exercise a new design skill based on formal and mathematical logic. Students learn how to develop systematic ways of relating 2D and 3D geometries, practice iterative design through making, and understand how subtle and incremental variations at one scale can produce larger change on a different scale. The course considers ideas translated into physical form with considerations of material thickness, connection, and fabrication processes. The projects require physical modeling by hand and through digital design and fabrication techniques using Rhinoceros 3d and the laser cutter.

The content in 2D Fabrication is extremely focused; students work iteratively on a problem by hand and then use digital fabrication tools for the last half of the semester. Because of this iterative process, students begin to take on a design mindset.

Year Four

[ARCH4102 Studio 7 Interdisciplinary](#). Studio 7 interrogates the history and future of Minneapolis urbanism by studying the Minneapolis 2040 Plan, the City's master plan for urban health and equity. The studio leads with an examination of the history of Minneapolis urbanism—the social, political and financial forces that shaped how the city was planned, built and inhabited. The studio introduces students to the historic and contemporary context of the city as a design driver, connecting architecture to issues of equity, climate justice and public health; the Minneapolis 2040 Plan is a nationally-renowned plan that ought to be studied no matter where the student is located. Students conduct urban analysis and engage with a broad disciplinary array of experts in planning and landscape design, considering issues of equity. They expand their capacity to conduct research, and to collect and visualize data.

The final design project translates students' research findings into form through a design solution. This provides an opportunity for students to present and reflect on their understanding of urbanism as a driving force for the design and development of an architectural work.

Year Five

[ARCH5104 Studio 9 Comprehensive I](#). The first of the two thesis studios, Studio 9 Comprehensive I, introduces students to real-world projects in which they engage with community stakeholders, called partner-clients. Rather than responding to an established design prompt, students and their partner-clients develop their own criteria and project parameters. As an example, one partner-client was interested in exploring an expansion to an existing community theater building. The student worked with that partner-client to raise building questions of historic preservation, sustainability, and appropriate technology; programmatic questions around the functions and purposes of arts education; and urban questions of engaging the homeless population and addressing questions of mental health.

Through their relationship with their partner-client, students refine their relationship with the project proposal through both writing and design. The studio has formative design exercises examining the site its urban context; programming; design methodology; representation; and establishing and evaluating criteria for the successful development of a project. This process is self-driven and in-depth requiring an understanding and application of how each of the issues influences their process, partner-client relationship, and design proposal.

These formative explorations are evaluated cumulatively with a summative presentation of progress at the end of the course. The expectations for this first half of the thesis year include thorough understanding of site, program, and criteria for successful development.

[ARCH5202 Studio 10 Comprehensive II](#). The design process is continued in the second semester as students further explore their thesis statement. These statements are then refined using both “how” and “why” questions to reinforce the design solution. Responsive form-making is then pursued at various scales; some exercises are written while others are visual. Students complete a hand-constructed section perspective that allows them to reflect on their thesis statements. Bringing in structural engineers, a code expert, and landscape architects throughout the semester helps students to see how professionals in related fields approach their part in the design process.

Throughout Studio 9 Comprehensive I and Studio 10 Comprehensive II, students incorporate the technical knowledge and skills gained in previous courses, both organically and prescriptively. Students are challenged to do so on their own terms, but instructors act as a check to make sure all necessary components are pursued thoughtfully.

CO-CURRICULUM

The College offers students numerous co-curricular opportunities to explore design solutions that extend beyond the classroom to questions of cross-professional and community engagement. The program works closely with selected design firms, and with AIA Minnesota, so that the students can participate in professional explorations of design. Some recent examples include:

- Minnesota Design Team is a forty-year [AIA MN](#) program that has brought design teams into partnership with over 130 rural municipalities around the state, offering community solutions through concentrated charettes.
- [Search for Shelter](#) is an annual, weekend-long charrette in which volunteer architects, landscape architects, interior designers, and students create pro bono solutions for design projects submitted by Minnesota affordable housing and/or homeless nonprofit organizations. Design volunteers work in teams to create viable, graphic solutions and plans, to serve as visual tools for agencies to use in obtaining further project funding, to promote their organization, and to serve as preliminary development/building plans.
- [HGA Community Action Program](#) is a program in which students work alongside HGA professionals during these two-day intensive design charrettes of problem definition, problem solving, and design. Each charrette is a partnership with local groups in need of architecture, engineering, design, or marketing services. The program works to [publicize](#) these activities among students, so that they can see the external opportunities that they might engage with.

Within the College, there are a number of design opportunities for students. The [LEAD Speaker Series](#) and the [Design+Construction Conference](#) allow students the chance to see the incredible finished work they dream of creating one day, then get to hear how such projects germinate and grow. And in recognition of the Architecture program’s new institutional home within the School of Design, 2022 was the launch of the annual [School of Design Expo](#) in which graduating students showcase their readiness to engage in the design process in a professional setting, through documenting and representing their work to those working in the field.

SELF-ASSESSMENT – PC.2

Since the 2019 NAAB visit, the sequence of design studios has become clearer and more understandable in terms of skill-building and scope expansion. The program employed



feedback from student round-tables and from the [Student Advisory Board](#), in which students often said that they were asked to apply a skill or knowledge at the same time they were trying to learn it. Faculty analysis of student work and student progress showed that students were learning information and skills, but not applying those skills effectively in subsequent semesters' studios unless explicitly prompted, leading to knowledge atrophy.

In response, the program shifted some of the technical courses into earlier curricular position, to give students a stronger foundation of questions of site, assembly, environmental and sustainable technologies. The subsequent folding of technical courses into later studios is a testing ground in which students can apply and develop those skills through design. Faculty are in continuous conversations about the capabilities that students need to be prepared for each studio and strategizing where in the curriculum those skills should be introduced and reinforced.

Architecture students learn technical skills early and are often working in the profession throughout their studies or they come to the B.Arch program having practiced as a draftsman or related career. This connection to and focus on the profession affects the approach to design as students move from descriptive skills (assessing basic code compliance in a building or putting a document set together) to critical knowledge (how to go beyond meeting code to incorporating it in dynamic design solutions or how to represent intent in architectural drawings). The students are grounded in the realities of constructable buildings, which can make innovation and creative thinking more difficult. Because of this, the program has emphasized iterative creation as a focus throughout the program. Students realize that design is a process that continually develops and builds upon itself, and that there is no one "right answer," but always moving toward greater fulfillment of the multiple responsibilities that every project presents.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

The students are introduced to ecological principles early in their Dunwoody careers. Faculty help students examine environmental responsibility at many scales. Students explore the environmental performance of the building's material consumption in construction, and its energy consumption in use. They also study ecological questions of how a building occupies its site, from climate questions of solar and wind patterns to public-use questions of supporting pedestrian, cycling, and public-transportation access. Finally, students study how the site connects to the region, and the region to the planet, through questions of ecosystem and watershed, materials sourcing, and shipping. The program expects that students will understand the nested environmental responsibilities they bear as emerging and future designers.

The program sets the stage, tone, and professional expectation that considering the environmental impacts of their work is an essential part of professional practice and the decision-making process as a designer. Understanding the dynamic between the built and natural environment is an ever-evolving part of the rhythm of practice, not an add-on. Because of this, ecological education is intentionally distributed throughout the curriculum. As befits the continual focus on practice-readiness, the program offers numerous opportunities for students to understand that environmental questions are fundamental to professional life,



through conferences, professional publications, and site visits. Students also read industry white papers, review AIA COTE-award-winning projects, and understand the AIA Framework for Design Excellence as they prepare to meet with professionals.

WITHIN THE CURRICULUM

PC.3 is addressed through seven interrelated courses placed throughout the entirety of the five-year architecture degree. In the first two years, students encounter [ARCH1121 The Site](#), [ARCH1231 Building & the Environment](#), and [ARCH2104 Building Service Systems](#). These technically oriented courses are the foundation for more expansive consideration of the designer's environmental responsibility in years three and five, with [ARCH3140 Landscape](#), [ARCH3210 Program & Society](#), and [ARCH3240 Material Studies](#) all preparing students for their culminating thesis work in [ARCH5202 Studio 10 Comprehensive II](#).

Year One

[ARCH1121 The Site](#). This course focuses on an introduction to aspects of physical and cultural understanding of site conditions and possibilities, and on students' ability to gather and analyze data in preparation of design proposals. Five specific skills are taught, each related to different site phenomena:

- physical site documentation, including measurement and boundary conditions
- observing behavior and areas of site relevant to human and fauna inhabitation
- topography and hydrology including sectional drawings at a site scale
- technical documentation including pertinent building and zoning code requirements
- locating and interpreting cultural data including city, county, and national census analysis.

Observation and exercise take advantage of two nearby sites: Loring Park, and the Walker Art Center Sculpture Garden. Students employ plan and section drawings to represent physical, behavioral, and topographical information, and learn to synthesize this data using overlay and orthographic projection drawing techniques. In the later part of the semester, students complete exercises in which they understand the relevant municipal and county agencies for policy and code data related to building and environmental concerns, as well as cultural and demographic data of the surrounding community.

Once these skills are established, students complete the course developing a summative assessment of a different site, using the AIA G711 Field Report document that identifies the site's opportunities, restrictions, and context in preparation for the design process.

All of these skills establish a professional baseline to analyze a given site, not only in this course, but in subsequent coursework throughout the studio sequence, and in readiness for architectural employment.

[ARCH1231 Building & the Environment](#). This course helps first-year students develop a basic skill set of design responses to environmental factors, which are built upon in subsequent coursework. The course provides a series of formative lessons and exercises that address thermal comfort, solar orientation, passive heating and cooling, daylighting and electrical lighting, and active system integration. Students write, and represent in plan and section, a personal space of thermal comfort, and then identify the building responses that allow it to maintain and regulate that comfort from season to season. Subsequent lectures focus on solar orientation and passive conditioning, as students work in groups to research



and present regional climate responses, using the United States Climate Zones to highlight climatic factors that influence building response. The skills they have established are then used to complete a summative assessment of an existing building's design responses to its environment.

Each of these and subsequent exercises consists of reading responses, lectures, research and data collection, and representation to demonstrate knowledge of basic design responses to environmental and climate conditions. The course underscores the shared knowledge and responsibility of the profession to address climate change through sustainable, resilient technologies, both active and passive.

Year Two

[ARCH2104 Building Service Systems](#). ARCH2104 presents students with the basics of core architectural systems: plumbing, electrical, security, conveyance, and acoustics. In every case, students are asked to consider those systems in terms of their history, their common current practice, their impacts on human experience, and their impacts on environmental sustainability. As part of the study of plumbing, for instance, students are made aware of the historical and current sources of domestic water supply, and the local and global challenges of its stewardship. Accordingly, methods of water conservation are integrated in the analysis of fixtures, including gray water reuse, dry toilets, and water-fixture efficiency. Sanitary systems and their discharge are studied on both the building and regional level, discussing both reduced water use and effluent mitigation alternatives. Students design a residential supply/waste and vent system to understand the elements involved.

Electrical systems are studied with regards to electricity generation, transmission, and building-level use. Fixture and plug-load efficiency, use of daylighting, and methods of electrical control are all evaluated for demand reduction. Alternative generation systems such as photovoltaics, tidal, geothermal, hydro and wind generation are discussed; the carbon footprint of a variety of current and future generation system options lead toward methods for conducting cost-benefit analysis.

As part of the work to help students understand professional life, product representatives visit campus to talk about building products and their environmental impacts. For example, in Fall 2021, a representative of Solatube, a multistory light tube system which can bring sky lighting to as many as three floors below the roof, gave a presentation of the product.

Year Three

[ARCH3140 Landscape](#). This seminar course focuses on building critical knowledge about architecture's relationship to landscape, and the profession of Landscape Architecture on a broad scale. Readings and discussions are focused on introducing students to seminal texts expanding knowledge of landscape and urbanism design factors. Guest speakers join the seminar to showcase the various aspects of landscape that professionals address in practice and collaboration, including stormwater management and sustainable infrastructure, urban planning, residential scale projects, alternative practices, and community engagement. Student learning is assessed through reading and guest lecture responses, and case studies.

[ARCH3210 Program & Society](#). This studio is geared towards attending to both programmatic and social goals, so that students understand them in the context of climate change and environmental justice. The semester's project is done in collaboration with a local firm, so that students can access the expertise of industry professionals regarding the use of building systems and innovative technologies that help mitigate architecture's carbon footprint. The project prompt asks students to envision to research the physical, environmental, and historical situation of the site, client, and program; and then to develop an



architectural response that considers those needs alongside the larger context of climate change.

In addition, students attend a roundtable at Dunwoody's [Design+Construction Conference](#), where the panelists discuss the AIA's Framework for Design Excellence as a response to climate and environmental betterment, and then consider how they could use the suggested strategies in their own projects. Further, students reference professional white papers, and visit a local project that had won an AIA COTE award, to start to understand how architecture and project development could take a radically proactive stance in reducing its carbon footprint.

Students cultivate the ability to defend their design work by referencing the body of research they've curated. Project reviews included both the team of professionals working on the project as well as other industry professionals whose work focuses on innovative ways of addressing climate change and environmental justice.

[ARCH3240 Material Studies](#). This course is a one-credit, online asynchronous course (taken by online and on-campus students together) that studies the materials used in building foundation, structural frame, envelope, and interior assemblies. The notion of "carbon footprint" is expanded to consider the direct environmental impact, water inputs, energy inputs and toxicity of extraction, production, and use for each material—not merely as inert facts about those materials, but more importantly as systems and techniques that can be used to analyze any material they might consider in future work. Along with environmental considerations, each material is examined for installed performance in fire mitigation, moisture mitigation, thermal control or appearance. The impact of end of life (recycled, reused, landfilled) for each material is discussed. Students write lecture notes and are quizzed on each lecture to reinforce comprehension. A final paper by the students discusses a building that uses materials in compelling ways.

Year Five

[ARCH5202 Studio 10 Comprehensive II](#). In Studio 10 Comprehensive II, students use an organizing tool called "Opportunities for Evidence" that originated from NAAB's former criteria C.1 / C.3: Integrative Design. Faculty have rewritten the criterion as:

Application and Technical Documentation of:

- *Systems + Environmental Stewardship (in green)*
- *Structure + Assemblies + Building Envelope (in blue)*
- *Life Safety + Accessibility + Site Conditions (in yellow)*

By color-coding these three categories and enumerating as many examples as possible, students focus on what they have agency over. Clearly defining the design process allows students to focus on more theoretical aspects of architecture like phenomenology and biophilia, and how practical components inform such pursuits.

In relation to PC.3, the Systems + Environmental Stewardship (green) section asks students to consider a broad array ecological responsibility items:

- Building Systems: air handling units / passive stack strategies, thermal transfer and insulative values, and passive thermal mass gain/shade strategies, ductwork, gutters, and material sourcing
- Site Conditions: undisturbed / removed trees, migratory patterns, wind patterns and solar angles, existing soils and topography, and neighborhood resources



- Site Interventions: drainage & retention, cut and fill strategies, permeable surfaces, rain gardens
- Energy Source Alternatives: geothermal, photovoltaic, wind

CO-CURRICULUM

Each annual Dunwoody [Design+Construction Conference](#) has sessions that are geared specifically toward environmental and sustainability concerns. In 2022, the Conference theme was Resilience: The Power to Thrive. Breakout presenters and topics included:

- AIA: Framework for Design Excellence
- Ryan Companies: Integrated Solutions Create Resilience that Endures a Pandemic, and Beyond
- Lunda Construction: Southwest Light Rail Project,
- Rhys MacPherson: It Takes an Interconnected Village
- Asheen Phansey: Biomimicry
- Mortenson: Estimating for Resiliency through Renewables

In addition, one of the department's most supportive partner firms, [HGA](#), grounds every project in the [AIA](#) Framework for Design Excellence. In 2021-2022, the Dunwoody [NOMAS](#) chapter offered member students the opportunity of a two-day paid workshop with HGA's Minneapolis office, working alongside their architects and clients, to develop environmentally responsive pro-bono designs for three area groups.

SELF-ASSESSMENT – PC.3

The program sets the tone for ecological knowledge and responsibility in the first years of the curriculum. Students learn the vocabulary and working knowledge of site, climate, and environmental issues. As they progress the last three years, their responses to the environment become more sophisticated, from energy modeling to innovative material choices. This is seen particularly in the studio course, **ARCH3110 City & Site**, where students focus on rewilding a site. Here, through research and design development, students involve passive strategies and sustainability from the beginning of the design process.

As the department moves through the curricular modifications, faculty are taking additional opportunities to infuse environmental considerations into a broader array of courses. **ARCH4204 Study Abroad/Design Build** has an increased focus on environmental research as it interacts with cultural considerations, and **ARCH5110 Integrated Design** is more integrative, so that students can better explore issues of climate change and the environment with technical considerations. This will be seen in graduate class 2024.

The department hopes to make more connections with professional organizations like the [United States Green Building Council \(USGBC\)](#) and advocate for students to become members. The Newkirk Learning Commons now has resources and study materials for [Leadership in Energy and Environmental Design \(LEED\)](#), [International WELL Building Institute](#), and [Social Environmental Economic Design \(SEED\)](#) certification exams, and students are encouraged sign up for those exams as part of their professional trajectories.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

The earliest known written treatise on architecture, *de architectura*, or The Ten Books on Architecture by Marcus Vitruvius Pollio in 1st century BC, puts forth the argument that “wherefore the mere practical architect is not able to assign sufficient reasons for the forms he adopts; and the theoretic architect also fails, grasping the shadow instead of the substance.” The Dunwoody Architecture program follows this argument, that the education of an architect should entail not only with practical reasoning in design, but also the ability to address the intellectual and social challenges that every project presents.

Thoughts and actions align with Dunwoody’s values. The study of history and theory entails looking to the past and applying what lessons learned to the present and future. Many of the pragmatic early courses include the histories of the building systems, sites, and codes that are at the core of the course. In studios, students question fundamental typologies in the built environment throughout history, to see them as a starting off point for present-day exploration. Further, a number of studios incorporate historical and theoretical research methods. The nature of interacting with community stakeholders requires research on the history of the site and its community and developing or advancing design theory related to the issues that arise.

The most direct curricular focus on history and theory takes place in students’ third and fourth years, through the substantially redesigned two-course history sequence and two other theory courses, as well as a theory-centric third year studio. These concerns are at the center of the curriculum so that students understand that they are always creating within interwoven social, historical and intellectual contexts. By the fifth year, students have a good grasp of how to investigate and communicate theories around their work.

WITHIN THE CURRICULUM

Year Three

[ARCH3110 City & Site](#). In this studio, students focus on the physical, social and historical situatedness of the project site. While students take on the design of full-fledged projects, the emphasis is on the rich theory and history of the built environment, providing a more expansive context for architecture and building. Students work through parts of seminal texts like Jacobs’ *Death and Life of the Great American Cities* and Lynch’s *Image of the City*, before setting out to study and diagram their local sites understanding better how this urban site sits within a web of connections.

[ARCH3130 Early Global History of Architecture](#). This course was substantially redesigned in the 2021-22 academic year to use a comparative method to approach the huge body of knowledge that is architectural history across geographies and cultures. This course covers the history of architecture from early settlement to the industrial age, with content split between the architecture of Europe, Asia, Africa, North America and South America. A primary goal is to recognize how culture and religion shapes architecture and how social and intellectual forces change across distance and time. Students are asked to reflect on their own ethnic and cultural backgrounds and influences, and how those are expressed in their own design interests. The course features quizzes that test students on identification and information on the buildings being studied; but also, a broad array of writing, diagramming,

and sketchbook assignments that assess student understanding across a variety of topics, such as the ways that architecture has representing empire or faith.

ARCH3230 Late Global History of Architecture. This second course was also substantially redesigned in the past academic year to cover the history of architecture from the industrial age to 2000. Although the western canon is primary, the course features discussion of why modern and contemporary architecture have emphasized that tradition, and how other ideas and cultures can be learned and expressed. A primary goal is to understand how changes in technology and worldview influence architecture, including how cultures have addressed climate and materials. The course features quizzes that test students on identification and information on the buildings being studied; but also, a broad array of writing, diagramming, and sketchbook assignments that assess student understanding across a variety of topics, such as the application of historical theory to contemporary interests, or the exploration of a designer's work as an expression of a period in history.

ARCH3103 Architectural Theory. In this course, students learn that architectural theory is the act of thinking, speaking, and writing about architecture. Using the language of Kate Nesbitt, theory is speculative, anticipatory, and catalytic in nature; it deals with architecture's aspirations as well as its accomplishments.

The course focuses on the period of history from the Industrial Revolution to the turn of the 21st Century, an era of major shifts in society that have been accompanied by changing schools of thought or movements in architecture and architectural pedagogy: Through this lens, students read about and discuss the cultural and geopolitical events of the time, ranging from industrialization, workers' rights and class differentiations to major world wars, assassinations, global student uprisings, suburbanization and migration, environmentalism, and the culture of consumption. Through these events, students learn and connect social and political events to their manifestations in contemporary architects' ideas around quality of life, the need to house the masses, cultural expression, and the potentials and limitations of architecture. Students explore architecture's vacillating relationship with things like historical precedent, the natural environment, technology, and the people it serves.

As students are exposed to various theories and ideas, they start to form their own point of view on architecture and design, either through affinity and desire to further explore and evolve an idea, or perhaps through understanding what they don't find relatable. As the semester progresses, the goal is that the influence of this exposure, thought and reflection starts to make its way into their studio work and beyond as their education continues. Students write and create visual artifacts about how theories resonate with their view of architecture, learning that theory is relevant to their work as students of architecture and, eventually, as practicing architects.

ARCH4203 Culture. This course is framed in the understanding that all knowledge is collaborative, and that early societies and non-western societies have contributed to current-day knowledge within industrialized societies. The course is taught as a global and vernacular architecture experience, beginning with readings in epistemology and theory that question the dominant role of authorship in modern times. The course explores several building typologies and techniques that find their roots in earlier vernaculars and emphasizes that all present-day knowledge is seated in traditional knowledge and systems built by communities that remain unnamed. The course seeks to complicate the ways in which seemingly local contemporary buildings are a result of global process; and explores processes of production and knowledge, of piggy backing and importing, that bring forth what is seen as new. Students take a local building and start to mind map how many distinct aspects of the building are drawn from sources far away, from design concept, to design technologies, to the use of building materials that are sourced overseas.



CO-CURRICULUM

[Field trips](#) to important local sites are an important part of many courses. Faculty take students in the on-ground courses to a variety of locations, including the [Walker Art Center](#), [Basilica of St. Mary](#), or the [Minneapolis Institute of Art](#). These field trips further engage the students in a hands-on experience outside of the classroom.

Students have seen how history and theory are explored through the [Design+Construction Conference](#), and other guest speakers. For example:

- Michael Gordon from AWH Architects came to speak on a project called Avivo Village, which incorporates living units for the homeless within a large multi-use building. The project challenged the norms (and zoning) for many topics including, safety and policing, length of stays, alcohol and pets on site, provision of social services, and many more.
- Ron Betcher from Oertel Architects explained how the Palace Theater project integrated historical elements of the building with a contemporary concert venue.
- Amanda Collen from the DLR group was brought in for a brown bag lecture titled 'Accessibility Awareness' in design.

SELF-ASSESSMENT – PC.4

From their first semester, Dunwoody architecture students are encouraged to engage with the broader context of the world, even in the work of pragmatic and technical learning. Faculty's interests in history and theory go beyond the standard two-semester survey sequence into a greater integration in the curriculum. In-class discussion is an important method for linking these works to current times. As faculty review student course presentations, they can see how the students represent thoughts and ideas in their current work and explain what has influenced them.

The program has seen, though, that theory has been difficult for students to express in their own work; it seemed less accessible to them. This also demonstrates that a more implicit global focus was necessary, with so much of written theory coming from Eurocentric assumptions. These concerns have led to substantial curricular change, with additional opportunities for theoretical exploration woven into **ARCH3130 Early Global History of Architecture**, **ARCH3230 Late Global History of Architecture**, **ARCH4130 Globalization & the Vernacular**, and **ARCH4230 Metropolis & Activism** (being taught for the first time in Spring 2023). Coursework that focuses on active research and design investigation helps the students lean into the discomfort of the unknown through history and research. They are more likely to see viewpoints as alternate to their own.

The crucial learning of field trips are integrated into ground courses, but are more challenging for online education. Faculty have also learned informally that the students are invested in the value of travel and experiencing the world prior to graduation. The School of Design would like to develop a more robust study travel program, offering travel at different scales, regionally, nationally, and globally, to make these experiences accessible to all students regardless of scheduling and financial considerations, and to emphasize that theoretical questions can be raised regardless of site.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:



One of the common characteristics of design education is that students enter with a mindset of seeking the correct answer. They want to know what the rules are, they want to know what the right steps are, and they want to have a reliable and efficient method of achieving correct work. Especially when choosing Dunwoody, a college with a long technical history, they expect that the work will be mechanistic in nature. The curriculum attempts to balance that reasonable desire for technical correctness with the designer's capability of living within multiplicity, of knowing that design responses are systemic rather than univariate.

The assignments focus on helping students build the skills of looking at a problem, sorting it out, and delivering a solution. Real-world architectural problems are seldom precisely defined or resolved through rote step-by-step procedures. Iterative thinking (the cycle of do, review, assess, repeat) is the mainstay of our studio and technical instruction. Faculty assure students that they cannot fail as long as they put in their best efforts and keep an open mind. This sets students up for exploration and reflection, and leads to innovation and discovery of the field, of the problems at hand, and of themselves.

The students are technically agile early on; they understand the myriad systems available to apply to a solution and understand why they might choose one of those tools over another for a particular problem. Hands-on exploration is supported. Faculty also connect students to questions of research in professional practice through technical partnership and guest lectures, site visits, and manufacturer demonstrations. The students hear about innovation as it is happening every day in the field they aspire to enter.

WITHIN THE CURRICULUM

The program places special emphasis on the processes and mindsets of innovation in five courses, from years one through four of the curriculum.

Year One

[**ARCH1111 Architectural Drawing**](#). The first-semester studio sets the tone for exploration. Students are encouraged to push into uncharted territory, both stylistically and technologically. This is important in a cohort that is broadly diverse in skillset and intention, to keep all students engaged, no matter their background. The course encourages peer-to-peer learning, raising questions of how students choose their actions rather than merely on the correctness of those decisions. Initial reviews utilize Green Dot Reviews in which students vote for their favorite of their peers' work based on several categories. This opens up the definition of success and allows students to maintain their individual interests more freely, promoting innovation in subsequent studios.

Year Three

[**ARCH3120 2D Rendering**](#). Within the course, students are encouraged to experiment freely with novel presentation procedures and new forms of representation. One of the first course projects involves groups of three tracing a building image at large scale using a projector, then building upon the drawing with charcoal before editing the image individually in Photoshop. Representation as a field of study provides opportunities for experimentation, and opportunities to learn from mistakes. For most students, this act is one of their first exposures to the playful pursuit of representation, emphasizing the exploration of process more than the product.

[**ARCH3220 2D Fabrication**](#). This course challenges students' assumptions about the role of the architect, showing that digital fabrication tools can allow for more agency in the realization of an architectural project; the designer and the fabricator can be one. The course also helps students learn more about the designer's role in introducing customization into standardized



building systems. The projects consider ideas translated into physical form with attention to material thickness, connection, and fabrication processes. The content in 2D Fabrication is carefully sequenced: students work iteratively on a problem by hand, and then use digital fabrication resources for the last half of the semester to further their explorations through the possibilities afforded by these new tools.

Year Four

ARCH4102 Studio 7 Interdisciplinary. Studio 7 Interdisciplinary is grounded in an intensive research project that interrogates the history and the future of Minneapolis' urbanism through the proposed [Minneapolis 2040 Comprehensive Plan](#). The Minneapolis 2040 Plan is a revolutionary proposal for urban development, one that should be studied regardless of a student's physical location. As other municipalities propose unprecedented ideas in planning, they will be considered as the framework for this studio. Students internalize the urban forces at play by creating data visualizations of the issues that have affected the city over time. The research work is bolstered through a number of guest speakers-- developers, architects, landscape architects, city planners, and urban place-makers speak to the studio and attend reviews. This studio course is unique in that the project type and program is not specified; the students determine the appropriate project and program for their site, based on their initial research and site analysis. This studio introduces students to the idea that planning principles can influence an architectural project, and then to reflect on these ideas through an iterative process in both the research and design phases of the course.

ARCH4103 Structures. Beyond investigating the basics of statics and structural analysis, the course takes a portion of the semester to investigate how materials are rated and tested. Strength and failure characteristics are studied for common construction materials, then students are asked to hypothesize about performance characteristics of alternative materials.

The Machine Tool Technology department graciously teams with the Architecture program to allow students to test "novel cladding materials" on their MTS tension machine. While occasionally these materials become a little too novel (e.g. beef jerky), the students nonetheless learn a lot from seeing a stress-strain curve produced on the machine's computer in real-time. Equally gracious, the Construction Science & Building Technology department allows students to crush students' concrete cylinders that they have composed with novel aggregate materials. Both tests focus on sourcing materials from waste streams of industry or construction. Dunwoody is not a research institution, and the likelihood of one of these tests changing the industry's methodology is very low, but these experiments are vital to setting a tone of exploration and to helping students see principles as well as specifics as they think about design materials.

CO-CURRICULUM

Students have several opportunities to see the ways that professionals use the techniques and mindsets of research and innovation within the context of practical and economically viable practice.

The Dunwoody-hosted 2022 iteration of the annual [Design+Construction Conference](#), called **Resilience: Power to Thrive**, explored current trends and the future reality of the construction industry and design professions. This day-long, virtual conference brought together industry leaders, educators, and future professionals to discuss examples and principles of innovative practice in the service of environmental and social needs. The following break-out sessions highlight innovation in the profession:



- Integrated Solutions Create Resilience that Endures a Pandemic—and Beyond! | Ryan Companies (Jason Gabrick, Vice President of Construction Operations, North Region; Mike Rodriguez, President Ryan A+E; Latoya Dennis, Design Intern (Dunwoody Architecture '21), Raquel Thelen, Project Engineer, Construction (Dunwoody Project Management '21)
- Biomimicry: Learning Resilience from Nature | Asheen A. Phansey; Architectural Decorative and Solar Films | CSI: Heidi Lohmann
- Renewing Altmeier: From Mid-century to Post-Carbon | Kathryn Van Nelson, Will Babbington, and Doug Gerlach.

The annual Dunwoody [Product & Rep Day](#) also provides School of Design students with access to professionals who share innovative materials and products, and who discuss trends in the industry that will spur further innovation to come.

Students are funded by Dunwoody to be members of CSI and AIAS. The local CSI chapter has many new-material meetings that share the industry side of research and analysis of innovation. Students are also invited to take the exams for [CDT certification](#) (Certified Construction Document Technician). AIAS allows students to attend the AIA convention, where they attend seminars and the product expo, further exposing them to examples and intentions of innovation.

AIA Search for Shelter allows students to participate with leaders in the field of affordable housing. [Search for Shelter](#) is an annual Friday to Sunday design charrette organized by AIA Minnesota's Housing Advocacy Committee. Charette projects are selected each year by professionals to focus on design problems of various scales; these projects, submitted by supportive and affordable housing organizations, range from small redesign of underutilized community spaces to potential full-site development of a mixed-use project. Teams of students and practitioners in a variety of design disciplines (primarily architecture, landscape, and interior design) address one of the four to six projects presented each year. The weekend's work results in design documents which may be used for fundraising, strategic planning, or direct action. The charrette is an opportunity to interact with other disciplines as well as to gain professional exposure to practitioners and insight into the design process.

Even prior to Dunwoody enrollment, the [Summer Design Camp](#) introduces teens to architecture and the possibilities inherent in the profession. [Pathways to Careers \(P2C\)](#) is a Dunwoody Initiative that introduces potential first-generation college students and students from under-represented communities to all the programs available at the college. Architecture faculty run a session to introduce students to the opportunities to make change by joining the industry. P2C is a form of innovation, working to broaden access to the profession to students of color, low-income students, and students whose families do not have college histories.

SELF-ASSESSMENT – PC.5

Just as faculty teach an iterative approach to learning and exploration, the program also created an iterative approach to teaching. The School of Design has implemented faculty and student self-assessments for each course taught. These documents go beyond the pre-existing satisfaction questionnaires of course evaluations, to focus specifically on students' and faculty's assessments of how well a course has reached its particular learning outcomes. This allows faculty a framework for reflection and to make change the next time the course is taught.

The focus on industry practices leads faculty frequently to discussions of professional timelines and billable hours, not only as a professional means but as a way to create balance



and focus. The program aspires for students to embrace “the better performance of life’s duties,” not just in their careers but every day. When students begin to understand balance between work and life, they can address personal needs in the professional world for themselves and others. They will be able to create change and be leaders of the future.

Moving forward, there are several further opportunities for practical research and exploration, in areas including measurement (doing acoustic testing throughout the building) and spatial recognition (organizing and mapping spaces at a 1:1 scale instead of reading about the space required for elements of a studio project). This allows the students sort out the practical and experiential implications of design practices, and gives them the opportunity to use that knowledge to invent anew.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

Dunwoody has always prepared its students for professional engagement, and leadership and collaboration are crucial professional norms that are reinforced often. Dunwoody students have many opportunities to lead, and to explore their leadership skills and style within their cohort, class projects, or in student groups. They are asked to engage in collaborative work in courses and across the department, and simultaneously reflect on that collaboration and their own roles within it.

Faculty are also asked to model leadership and collaboration. They act as community guides, lead organizations, and demonstrate their specific leadership styles in the classroom. Also, they collaborate on coursework and department events, and they act and are seen as a team.

Many courses are enacted through team projects, as students work with one another, with public constituents, and with experts from architecture and from other professions. Faculty focus on preparing them with a vocabulary and awareness of fields related to architecture, so they can speak to multidisciplinary experts and better coordinate on projects.

Faculty also directly teach leadership and collaboration tools, supported by the administration. Students use calendar apps to maintain their schedules and Microsoft Teams channels to organize groups. The faculty teach collaborative software such as Revit Worksharing and BlueBeam to aid in their group projects and prepare them for effective industry participation.

WITHIN THE CURRICULUM

Although the program teaches and expects leadership and collegiality across all five years of the curriculum, this section of the report will emphasize two important locations where the traits of effective collaborative practice are a core course focus.

Year One

The students’ very first semester begins with [ARCH1111 Architectural Drawing](#), featuring team-based projects and team-based grading that helps students understand that professional success is a collective rather than an individual appraisal. From field-



measurement work to iterative representational development (from professional guests who talk about the daily experience of the workplace to the introduction of professional communication/coordination software), this course is as much about developing effective patterns of collective effort as it is about learning graphic conventions.

Year Two

The second year has three important collaborative courses. In [ARCH2103 Project Management](#), students begin to learn the roles and interactions of the participants and stakeholders in the design process. After learning about common roles with architectural offices, students also discuss a broad array of consulting partners (contractors, engineers, acousticians, and other specialties), as well as the consideration of partner-clients, community partners, and municipal officials. In [ARCH2202 Studio 4](#), students employ collective site evaluation and documentation, and work with architects, clients, and user groups to determine design strategies and opportunities. This course focuses on the soft skills of careful listening, the communication of increasingly complex information, and the modification of early work in light of peer and external review.

The second year also features a collaborative course, [ARCH2102 Studio 3 Design Development](#), which focuses on Design Development. This studio contemplates the renovation or replacement of an existing fire station in the community of Apple Valley, an inner-ring suburb of Minneapolis. The community wishes to retain the existing fire hall but also to move their Fire Administration offices to that site, provide a safe means to give tours to school kids, add a community room, and provide an updated image that reflects community context and values.

Students in the course meet with the Fire Marshal on site to discuss the program and review the existing structure. Students then work for the remainder of the semester in two-person teams to coordinate and assign tasks. These teams begin with a review of zoning to determine FAR, building height, materials, parking, and landscape requirements. They then divide and coordinate their efforts to synthesize that data to perform and communicate a site analysis, and to develop bubble diagrams to create a concept building-and-site plan.

After a mid-point review of their site planning and their schematic building design, student teams move into design development. Students are required to coordinate and program support elements for primary activities, such as calculating toilet requirements, ancillary fire hall functions, reception areas, conference rooms, and so on. Each team also performs code reviews for occupancy separation, allowable area, and exiting. They assure compliance with accessibility codes, develop conceptual plans for structural, mechanical, and lighting systems, and schedules. All of this work is collectively presented by the team pair at the end-of-semester review.

This course is specifically designed to help students understand division of labor, allocation of workload, regular communication (including the introduction of Revit Work-sharing), and mutual responsibility. During desk crits through the semester, the instructor observes the distribution of work and asks during reviews “Who did what?” to assure that the pair are working as a team. If it appears that the team isn’t functioning well, the instructor will guide the students to better collaboration.

Year Four

The fourth year of the curriculum offers two more opportunities for carefully structured collaborative work. [ARCH4102 Studio 7 Interdisciplinary](#), is especially important in this regard. This studio focuses on engaging community and addressing socio-cultural issues from an interdisciplinary perspective. Past semesters have seen partnerships within the



Latinx small-business communities of East Lake Street, and with community development partnerships addressing the gap in affordable housing production in Minneapolis.

Students begin with research in local community sites, collaborating with city officials, council members, community organizations and businesses, and guests from various design professions. This studio requires more than just an “architectural” focus on form; the students need to think about the broader community context, and the active combination of community experience and design expertise. Faculty help the students understand design leadership as both active project management and also supportive and service leadership, providing them with skills to facilitate conversations with clients, collaborators, and community members.

The second semester of the fourth year features [ARCH4204 Studio 8 Abroad/Design Build](#), a studio course based on a design-build project on behalf of a client organization, often including a travel component. In its most recent iteration, the course began with cultural education about the history of environmental activism, with a focus on the anti-pipeline movement; the US decolonization movement; Indigenous leadership in environmental and social justice movements; and Indigenous building techniques. This involved guest talks from Indigenous and allied environmental activists and educators, and field trips to Palisade, MN, where [Line 3 protests](#) took place from 2018-2021 to resist the construction of a tar-sands oil pipeline from Alberta to northern Wisconsin, crossing several tribal lands in violation of longstanding treaties. With this educational foundation, students analyze and develop contemporary structures of resistance.

Students work in groups on an initial research project that frames the design work for the rest of the semester. For the final design project, the class is reorganized into new groups in which the students are required to collaborate on an experimental design project. By this point in their curriculum, students have had quite a bit of experience working in groups, but Studio 8 is the first time they are collaborating on a built project. For many students this was the first time they had to manage timelines, budgets, material testing and ordering, fabrication, and working with outside vendors. Students are not *introduced* to collaboration in Studio 8, but they have the opportunity to apply these capabilities in new and more rigorous ways.

Year Five

The final year of the B.Arch provides two culminative experiences in leadership and collaboration. In [ARCH5103 Professional Practice](#), the faculty aim to broaden students understanding of architectural practice in the context of today’s rapidly evolving social, economic, political, regulatory and technological environments. Students are introduced to the array of community stakeholders, collaborators, client types, and regulatory bodies that influence the design and construction process. Students examine firm typologies, professional roles, organizational structures and delivery models. They examine each phase of the design and construction process (from programming through post-occupancy assessment) in order to help them understand the interconnectedness of architecture and allied fields (engineering, construction, planning, etc.) in the complex choreography of multidisciplinary teams. As most of the students are already working in practice, faculty challenge them to think critically about how architects have agency and can be champions for the communities they serve. As part of the learning process students will examine case studies, interview professionals of diverse backgrounds and complete a professional self-reflection in order to further enhance their understanding of the profession and their role within it.

The final design studio, [ARCH5202 Studio 10 Comprehensive II](#), is the second of a two-semester comprehensive studio experience. The topic and partner-client research that resulted in the thesis proposition of [ARCH5104 Studio 9 Comprehensive I](#) is now carried



forward with the same partnering organization to take on one of an array of five project options. Students are in charge of correspondence between their project groups and partner-clients and are assessed on their abilities to communicate effectively. The amount of autonomy given the students is particularly remarkable in these studios. Students step firmly into the role of communicator and facilitator when challenged with developing this new professional relationship.

The mentorship program (both mentoring third year students and being the mentee of a professional, discussed below) has been very valuable in helping students find their voice and pace. Mentors often tell their mentees to pursue their projects more boldly and to break out of their comfort zones, which is advice they're more likely to take when it comes from a colleague rather than an instructor.

CO-CURRICULUM

There are many levels of [mentorship](#) in the program that help students understand the nature of communication, leadership and collaboration. Students in year five are partnered with those in the year three cohort, where they organize group mentorship sessions and discussion. This prepares students for a role within the profession that expects them to serve as mentors and leaders to those with less experience. Those same students take advantage of professional mentorship through [AIAS](#), [WIA](#), [NOMAS](#), and their employers.

The Super Studio spatial combination of multiple studio courses and levels in one large communal space allows students to know and to mentor each other across cohorts, sharing critique and resources. Advanced students share knowledge and experience, newer students share curiosity and an anything-is-possible attitude. Even the classrooms are run in a mentoring-up model, in which both students and instructors are expected to share knowledge and insight for common benefit.

The annual AIA Minnesota [Search for Shelter](#) program is a great opportunity for AIAS students to engage in a design group that includes amateurs and seasoned professionals, developing a group consensus to be presented to other professionals and community partners. Search for Shelter is an annual Friday-to-Sunday design charrette organized by AIA Minnesota's Housing Advocacy Committee. Charette projects are selected each year by professionals to focus on design problems of various scales; these projects, submitted by supportive and affordable housing organizations, range from small redesign of underutilized community spaces to potential full-site development of a mixed-use project. Teams of students and practitioners in a variety of design disciplines (primarily architecture, landscape, and interior design) address one of the four to six projects presented each year. The weekend's work results in design documents which may be used for fundraising, strategic planning, or direct action. The charrette is an opportunity to interact with other disciplines as well as to gain professional exposure to practitioners and insight into the design process.

For the annual [School of Design Expo](#), students in the final semester of their respective programs collaborated across the Architecture, Graphic Design & Production and Interior Design programs to assemble a display of their work, and a book that featured not only visual examples but also meta-reflection on their learning and growth. Students learned once again, and in a tightly-scheduled and deadline-based project, the necessities of working across disciplines. Faculty and students from the graphic design program coordinated the file formats needed for print production; fifth-year architecture students respected the technical expertise of their two-year graphic design colleagues, even as they contributed their own leadership in communicating the larger ideas behind visual form.



The program's student organizations, AIAS, NOMAS, CSI and WIA, provide students with many leadership and collaboration opportunities. Faculty members mentor student groups as sources of professional knowledge, but do not lead the trajectory of the group's interests or activities. A recent example is the development of Dunwoody's WIA (Women in Architecture) group. Students started this group from scratch with leadership from the first and second year students during COVID distance learning, and the WIA organizers won a Dunwoody Diversity, Equity and Inclusion award for their efforts.

Along with reviewing the [Learning & Teaching Culture Policy](#) (formerly the Studio Culture Policy), it is common practice at the beginning of each studio semester to collectively determine policies for the class including cell phone use, tardiness rules, discussion protocol, and so on. While the instructor maintains the right to veto, typically students self-regulate and end up selecting for themselves the same rules the instructor would have, but with a renewed sense of autonomy, ownership, and self-regulation.

The program's [Student Advisory Board](#) is composed of students from each year of the program, and students are selected by the faculty, based on their professionalism and engagement. Being asked to participate in the Student Advisory Board is a de facto indication for selected students that they are being raised to a position of leadership amongst their peer group. These students serve as the conduit between their peers and the program's faculty and leadership, to improve the experience of students as they determine it. Students also participate in [marketing surveys](#) and involvement in the College's updated Facility Master Plan (refreshed in Summer 2022), always finding ways to be heard and to guide the trajectory of the program and institution.

SELF-ASSESSMENT – PC.6

The Architecture program is deliberate and purposeful about introducing students to communal work and roles, both among student colleagues and with professionals and community members more broadly. At the conclusion of their B.Arch, students are well equipped to lead and collaborate.

The program is especially proud of the level of community engagement. Even during the pandemic, faculty and administration maintained partner-client relationships across communities and fields. Faculty teach students that an important quality of leadership is the facilitation of exchange between diverse partner-clients and their dynamic contexts. Faculty ask students to practice different communication styles (such as exercises in improvisational communication techniques) and leadership practices to ensure that all participants remain involved and committed to their projects.

Students meet and work with many professionals from the architecture industry and in related fields. Faculty and administrators intend not only to continue these connections, but also to add more interaction with professionals working on emerging technologies in order to further expand students' understanding and sense of possibilities.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:



The Dunwoody studio sequence fosters the soft skills required to function well at the institution and in industry. The College provides a safe, patient place for students to explore ideas, and guide them in accepting feedback and providing constructive criticism to others. Project presentation is the common delivery form for student work; they develop their public speaking skills, attentive listening skills, and the ability to elevate each other and their work through peer review. Group work is a frequent feature of students' coursework, helping them learn how to communicate respectfully and manage a project with others. The studios build not only technical and design capacity, but also the skills necessary to create a positive working culture. The program's [Learning & Teaching Culture Policy](#) (formerly Studio Culture Policy) is discussed every fall semester in each studio, and is posted in every architecture classroom.

Along with the work on campus, it is important to get students into community and professional settings early and often. Firm visits provide many students with their first exposure to the culture of the professional office. These visits reinforce the value of lessons learned in the classroom on giving generative feedback and being receptive to critique. As previously discussed, site visits also foster a sense of the discipline as a whole, expanding student perspective past the walls of the classroom.

Administration, faculty and staff are readily accessible to the students. Everybody's office doors are always open, meaning students are comfortable coming to us at any time for questions. Questions are often related to coursework but can be as simple as where to get more paper to the printer or as complex as how to approach a colleague around an uncomfortable issue. Faculty often hold office hours in the Super Studio and/or Studio X (our combined studio model) as they've found the students use this resource more frequently when they see faculty as part of their everyday experience.

Dunwoody faculty, in Architecture and across the School of Design, see themselves as a team. They support each other directly in a variety of ways ranging from sharing course content to leveraging their expertise and time across design programs. In more intangible, yet very important, ways they show care by encouraging and motivating each other through small acts like checking in, bringing treats and little gifts, and celebrating personal and professional accomplishments.

The department's optimism and joy comes, in part, from service to the students. Watching them succeed, master a concept or become gainfully employed in the profession is what keeps everyone coming back.

WITHIN THE CURRICULUM

Although the development of a healthy learning and teaching culture is inherent in every course students take, below are several specifically programmed elements of culture reinforcement across the five years of the curriculum.

Year One

The work of building a healthy community begins with students' very first semester in [ARCH1111 Architectural Drawing](#), a studio course that sets the tone for iterative, exploratory paths of study, within a context that reinforces safety around failure. It is the first time for most students to sit in on a review for their peers, and guidelines are established for how to receive feedback they may or may not think is generative, both from instructors and peers. A fundamental goal of the course is that students begin to learn that a good review isn't about being praised, but rather challenged to push further.



Students build confidence not only in their skills but in their right to be a student: to explore and to fail. The way students encourage and complement each other in the absence of overbearing instruction is an inspiration. Leaders naturally emerge and are quickly recruited by instructors to encourage peers who have not received as much early praise.

This active consideration of safe and respectful learning is continued in their second-semester studio, [ARCH1211 Construction Drawings](#). This studio has three co-equal goals: learning Revit through doing, understanding multi-family construction, and building systems, and initiation to the design process. Students pin up and present their work for each assignment. Some pinups are low risk: for example, in-progress work where they may discuss their challenges and receive Revit tips. Some pinups are higher risk, where they must present and communicate a design idea, sometimes in the presence of external guests. The goal is to build confidence and ease while communicating one's ideas. Criticism of work always recognizes what the students did right (or were trying to achieve), with input on how to make it better. No one is berated for their work. The class is instructed to be respectful of the presenter by providing attention and feedback. The instructor provides one-on-one feedback: help with the design process, with the software, in understanding the goals of the project. Students often express amazement at the end of the semester at how they've grown and what they've accomplished.

Year Two

The second-year [ARCH2102 Studio 3 Design Development](#) builds on the methods and intentions of the first year. This course adds the challenge of working in teams, using Revit Work-sharing as a technical component. Faculty explicitly teach practices of labor division, communication, and coordination. Disagreements and misunderstandings with partners are inevitable and part of the experience, just as they are in practice, and faculty also actively work to help students address coordination questions in an emotionally level and healthy way. The project, a freestanding building with a simple but challenging program, is small enough that two-member teams can be very thorough with design, documentation and technical capacity. Final presentations are presented in a formal space with a panel of architects which provides a sense of gravitas to the work and an acknowledgment of its value.

Year Three

The third-year students represent a mixed cohort: roughly equal numbers come in continuation from the two-year A.A.S. curriculum, and as transfers from other local two-year schools. During the first weeks of the semester, there is a program-wide meeting at which student leaders lay out key aspects of the [Learning & Teaching Culture policy](#) (formerly Studio Culture Policy), as well as its status as an ever-changing document by students and faculty. Work-life balance is also reinforced, as both students and faculty work to make sure that expectations and schedules for assignments are designed to accommodate a mostly working student body. This sets the stage for the blending of continuing and incoming students to begin to re-form friendships and mutual respect.

In [ARCH3110 City & Site](#), the grading rubric becomes a key pedagogical tool, helping students self-assess their progress in a way that avoids, as far as possible, subjective categories. The consistent use of this rubric in grading throughout the semester helps students internalize the expectations of a design studio and understand that every course is a trajectory toward a destination rather than a series of discrete challenges. Additionally, the studio starts each morning in a roundtable format where students learn to sketch, and where they can bring up questions about assignments and about studio work and culture more broadly. Student work is often reviewed in groups, with both faculty/professional reviewers and other students within that group have the opportunity to raise questions that the work



presents. Learning happens not just between faculty and students, but also peer to peer, with the faculty member serving as mediator and instigator of rigorous but respectful conversation.

Year Five

The final year of the curriculum offers two moments in which faculty help students prepare for the transition from one culture to another. In [ARCH5103 Professional Practice](#), faculty prepare students to enter the profession and examines the rights, privileges and responsibilities this distinction implies. Focus is placed on professionalism, professional ethics, and leadership skills in both the classroom and professional environments. Students take a deep dive into ethical topics in architecture and review professional codes of conduct. Students are asked to contemplate the role that architects play in the delivery of projects and society at large. They are taught the interconnectedness of architecture and allied fields (engineering, construction, planning, etc.), the client and the community in the complex choreography of the design and construction process. Students examine professional roles and practice typologies as a means of understanding the ways in which architects have a positive impact as stewards of the built environment that can advocate for a more just, equitable, and sustainable world. The course is structured as a public forum for collaborative discourse where students discuss, debate and reflect on topical issues in professional practice and are invited to imagine their role in shaping its future.

In the very final studio course, [ARCH5202 Studio 10 Comprehensive II](#), faculty explicitly signal the shift in expectations from student to emerging professional. By this point, students have learned a great deal about how to give and receive constructive feedback. The challenge for this semester is for students to manage a semester's work without the day-to-day subdivision of external assignments and schedules. Students are expected to manage their own projects, including correspondence and progress updates. Faculty offer observations and suggestions toward the student's own goals. Prescriptive prompts are eliminated wherever possible. Struggling students are given additional instructor attention and are encouraged to check in with specific peers about specific topics, to elevate their work and each other.

CO-CURRICULUM

The College challenges everyone to grow in ways that are generous and collegial. As students prepare for their professional lives, the College ensures that they are not only technically capable, but that they quickly learn to support the norms and cultures of any setting they enter, from an office to a client meeting to a community focus group.

Within the Program. Architecture faculty are the primary contact for academic advising. They are actively involved in their students' progress through the program, and aware of their academic plan within the department and the general education requirements as well. Advising conversations often can include more than just academic planning. Faculty understand how the institution's parts fit together and can advise students on where to go to meet specific needs, whether that is Student Affairs, Student Accounts or the Registrar's Office. The faculty also work closely with those departments to ensure the progress of each student.

As part of preparation for the online delivery of the B.Arch sequence of courses, Architecture faculty have participated in the Foundations of Online Teaching course taught by the [Online Learning Consortium](#) to "amplify the online environment's opportunities in both their digital spaces and physical classrooms". As part of this training, faculty members used a current or upcoming course to analyze it for efficiency, accessibility, and clarity. They worked collaboratively with faculty from learning institutions around the country, to consider best



practices in online learning, as well as lessons learned from the pandemic's enforced shift to online learning that can be applied to in-person instruction as well.

The Architecture program is also shifting course delivery in Fall 2022 from five days per week to four (Monday to Thursday), based on success in other programs in the School of Design. The aim is to foster a weekly opportunity to connect students to one another and faculty, give space for students to practice and participate in the IPAL program, and provide opportunities for continuing professional guest lectures, firm tours, student organizations, and other co-curricular and extra-curricular activities.

As the Architecture program continues to grow in enrollment, it is a priority for faculty and administration to maintain the standard of care that is a hallmark of the Dunwoody approach to education. This includes small class sizes, creating connections and opportunities within professional practice, and community building within each year's cohort and across cohorts. The Architecture program has a specific mentorship plan which creates connections between students in the third and fifth years, and into practice with professional mentors attending presentations and having monthly meetings to discuss academic and professional work. The year three to year five student mentorship program helps new B.Arch students make the transition from an A.A.S. program, whether the Dunwoody A.A.S. or transferring from another school, to the greater demands of a professional program.

The department support a culture of mutual mentorship. For example, when learning software, inevitably there is a student who has experience with it and who teaches everyone else; last semester, a student learned how to scan from Adobe on their phone and taught an impromptu session for the class. Students come to understand that excellence comes from learning, practice, and hard work. They are encouraged to fail forward, designing through iterative making. Students and faculty learn beside one another, embarking on a collaborative learning project.

Studio environments reflect an open and shared ownership and responsibility for the learning experience, including the physical adjacency across courses in the Super Studio and/or Studio X (our combined studio model). The new Facilities Master Plan has prioritized similar investment in the Associate-level studio space as well. By making improvements to the facilities, the College continues its commitment that both the A.A.S. and B.Arch programs have creative spaces that reflect the studio [Learning & Teaching Culture Policy](#) (formerly Studio Culture Policy) and facilitate a collaborative relationship between administration, staff, faculty, and students.

Students are supplied with all the resources they would have if in the profession: a laptop, with a full complement of software, semester-long allocated desks in studio; printing and modelmaking supplies; even on-campus parking. This not only matches the expectations of the professional workplace, but it also promotes equity through the removal of the hidden costs of unspoken but necessary resources.

School of Design. Beginning with the 2021-2022 academic year, the School of Design has brought the Architecture program together with the programs in Graphic Design & Production and Interior Design. This organizational and spatial restructuring has allowed us to better support students, and to provide faculty and students with fuller administrative and staff support. With unified policies around attendance, participation, and professional standards, there is a common level of expectation that reinforces a respectful and supportive creative environment. The School of Design meets regularly as a department, to provide transparency and ownership across programs within the department.

School of Design works as a team. Faculty have been collaborating with administration on the accreditation process. Even beyond Architecture, faculty members from Graphic Design



& Production and Interior Design have helped prepare two of Architecture's classrooms for construction, so that the Architecture department can focus on accreditation. Architecture faculty will provide the same level of support as they prepare for their next accreditation visits.

Faculty and administration talk about the students, both about their successes and their challenges, and how to best support each one. Everyone proactively cares for the students, but also each other. Everyone pitches in when their colleagues need help. Many faculty teach courses in other programs, and pop into reviews and desk crits to help reach students who need a different perspective. Faculty support each other in curriculum development and classroom management. Faculty and administrators share responsibilities for outreach, connection to industry, and assessment. The department also has fun during the workday and there is a lot of laughter within the workspace, a hallmark of the comradery.

The School of Design supports professional membership and licensure. Conferences recently have been attended virtually, but as travel options return, in-person attendance will also be supported. Performance appraisal, promotion, and other departmental and institutional reviews are transparent and timely.

Dunwoody College of Technology as an institution. The College works to create an environment of care and support that moves beyond the baseline of attendance-based learning to support students on topics ranging from academic plans to mental and physical health.

Student advising beyond the program is the responsibility of the program specialist and the School of Design representative within the Student Affairs department. The role of the program specialist serves as an advisor to the incoming students in the School of Design. This includes evaluating their transfer credits, answering questions regarding their course schedule and academic plan, and providing resources as needed as they start the program. The school's representative within the Student Affairs department assists with ongoing students who are at-risk. This includes outreach to students who are not attending their classes, contacting students who are not meeting Satisfactory Academic Progress (SAP) requirements, or providing support for students who are facing a difficult situation in their personal life. These two roles help students make a smooth transition into the program and ensure they have the resources they need as they make progress towards graduation.

The inclusive nature of the College for the students is carried forward into the ways that everyone treats one another as faculty, staff, and administrators. Faculty development sessions and all-staff meetings are a monthly occurrence and establish a baseline that is built upon in the architecture program. The program regularly conducts similar weekly meetings to ensure faculty, staff, and adjuncts are on the same page regarding decision making, curricular delivery, and support for students. The result is that across the College, the School of Design, and the program, there is a commitment to transparency and communication.

The [Crosby Fellowship](#), an endowed fellowship available to Dunwoody faculty, encourages instructors to think in new ways about their curricular authorship. The [Crosby Fellowship](#) for Learning Excellence and Innovation is awarded annually to one faculty member or to a team of up to four full-time faculty, adjunct faculty, and staff to study new forms of course and curricular authorship. The award is capped at \$25,000, which includes a stipend awarded to the faculty member(s) upon the successful completion or notable progress and presentation of the project to all faculty.

Positivity is fostered by the College with implementations like Dunwoody Together Cards, where faculty can say "thank you" publicly to colleagues in their department or another that have gone above and beyond to help them better serve students. Faculty awards are a common theme at all-staff meetings, be it for length of tenure or a specific commendation like



faculty of the year. Events like the faculty appreciation breakfast, food trucks, student recruitment, and the [graduate reception](#) further solidify a feeling of appreciation of faculty by upper administration.

Faculty and students from across the College take advantage of a variety of technical resources. The Automotive Collision Repair & Refinishing department has an open call to diagnose and repair Dunwoody student and employee cars at cost, while the Welding Club meets weekly for students and faculty alike to learn the craft.

SELF-ASSESSMENT – PC.7

The Architecture program consistently reinforces constructive criticism, confidence, respect for other's work, and ways to receive feedback for learning. Faculty often record critiques during presentations, summarizing and presenting to individual students and to the class. Even the way the jury is selected reinforces the respectful environment. Invitations are very specific as to the level of student work they are to review and specifics to look for in the work. Those who are invited time and time again offer critiques that are supportive and provide direction to the students. Shallow or unkind feedback is not acceptable from anyone in the space.

The department wishes to provide students with more opportunities to share skills and provide workshops to the school. The Friday workshops, starting this fall, will be the first of these opportunities. Another opportunity is to implement stronger peer review methods in order for students to see and record strengths of others in the cohort. Faculty have experimented with Green Dot Reviews in which students award colored dots as a graphic assessment of different strengths, and with students presenting each other's projects to explain their colleagues' intentions and successes. Faculty will continue to use these techniques and experiment with others.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

The Dunwoody College of Technology has a long history of welcoming students from all backgrounds, particularly those with little familial history with higher education, and non-traditional students looking for a career change. In keeping with this mission, the Architecture program has organized the degree as a 2+3 model, so that the B.Arch curriculum is designed to receive students with Associate in Applied Science in a related field, as well as for those students who started at Dunwoody with a purely technical goal and discovered the breadth of architecture as they moved through their AAS. This lowers barriers to entering the profession, allowing students with fewer resources or family academic history to get a foothold within design education. In Fall 2021, fully two thirds of the B.Arch students came from students whose families had no college experience or who had received only a two-year degree. That makes Dunwoody a real outlier among schools of design, welcoming students who have not traditionally been able to choose a professional architecture degree.

The Architecture program is more diverse across both gender and ethnicity than the College as a whole. In the 2021-22 academic year, the Architecture program's enrollment was roughly 37% female-identified, as compared with roughly 18% for the College; the



Architecture program enrolled 34% students of color, compared with 23% for the College. The Dunwoody Architecture program welcomes the responsibility for diversifying the profession, and for serving students who may have been unlikely to choose architecture in other settings.

Dunwoody also mostly a [commuter college](#) (51% of the students come from the Twin Cities Metro area, while 42% come from the outer metro, suburbs, or rural areas). It is important to introduce all of the students to the diverse urban landscapes of the Metro area as learning environments, since so many will practice in this setting during and after their time with us. Architects serve a broad and diverse constituency and community that the students need to learn; exposure to the variety and complexity of urban space helps build cultural competence.

WITHIN THE CURRICULUM

Empathy is one of the threads running through the sequence of the curriculum. The third-year studios and history courses introduce awareness of the wider world and diverse traditions in building to the students. In the fourth year, students dig into and explore issues of equity and representation. This is where the lens of values bears out in both studios and the culture courses. This prepares students for the thesis sequence by folding in deeper conversations of social equity and inclusion. In the fifth year, students build their own agenda around equity and inclusion and apply it to their thesis project.

Year Four

Although equity concerns are addressed throughout the curriculum, for this discussion of PC.8, the focus is on the work in the fourth year of the curriculum.

In [ARCH4102 Studio 7 Interdisciplinary](#), students examine issues of equity they relate to the historic, current, and future city. As students engage with the [Minneapolis 2040](#) plan, they conduct urban analysis and engage with experts in planning and environmental equity. The final design project reflects research findings in the form of an urban intervention that addresses issues such as red-lining, racial covenants, food deserts, and freeway construction. Students use conditions related to equity and inclusion to develop their most significant contextual design intentions.

That work continues in the second of the year four studios. [ARCH4204 Studio 8 Abroad/Design Build](#) begins with a cultural education about the history of environmental activism, especially as it relates to the Upper Mississippi region: the anti-pipeline movement, the US decolonization movement, Indigenous leadership in environmental and social justice movements, and Indigenous building techniques. The course features guest talks from Indigenous and allied environmental activists and educators, and field trips to Palisade, MN, where [Line 3 protests](#) took place from 2018-2021. From this foundation, students analyze and develop contemporary “structures of resistance” using digital design and fabrication techniques. This project gives students a sense of contemporary fabrication techniques, Indigenous adaptations of traditional building, and an understanding of Indigenous perspectives on environmental movements and sustainable futures.

During the years since the most recent NAAB site visit, the Architecture program has done substantial investigation of the curriculum, not merely for pedagogical alignment, but as importantly to expand the focus on equity, diversity, and inclusion. One example is the shift from the former [ARCH4203 Culture](#) course to a pair of courses in the revised curriculum: **ARCH4130 Globalization & the Vernacular** and **ARCH4230 Metropolis and Activism**.

The older [ARCH4203 Culture](#) course was already a strong experience, asking students to define and identify their personal cultural values and bias as a precursor to examining the



profession and principles of practice. The students began the semester with conversations and readings around how cultural norms and understandings influence the built environment. In tandem, they completed an exercise in which they identified personal values (i.e. community, family, honesty, integrity, professionalism) that were important to them; they then chose the most important of those values and crafted an aspirational statement about the application of those values through design. This work, the first of a series of writing assignments, also acted as a touchstone throughout the course, as students applied their particular lens to their course readings and their own research project. By contextualizing their own point of view and their blind spots or biases through critical discussion, writing and research, students refined their own cultural relationship to course topics, the profession, the academy, and the built environment. By discussing differences across personal and cultural knowledge, they gained the tools to identify missing perspectives in project or community teams.

This experience was so valuable that the revised curriculum has taken a single three-credit course and revised the curriculum into a sequence of two courses, three-credits each (for a total of six). The coming 2022-2023 academic year will see the first iterations of two new courses. In **ARCH4130 Globalization and the Vernacular**, students will learn to name and understand the distinctions between vernacular architectural traditions and the more formal practices that have come with industrialization and globalization. Assignments will ask students to consider the tensions inherent in the practice of design across rural and urban landscapes, as well as the very distinction between “city” and “country.” The taken-for-granted stance of progress will be investigated: how are some practices favored, and by whom? What forces influence the hegemony of the Modern across communities and cultures with radically different origins and values?

The second new course, **ARCH4230 Metropolis and Activism**, places students back at the center of deliberations, as they come to understand their own intentions and actions within the umbrella of urban living and urban professional practice. The historic and contemporary structures of cities, and the growing global predominance of urban living, will be explored through a number of analytical frames, such as diversity, public safety, environmental impacts, and social justice. Students will be asked to consider their roles, and their values, in constructing further changes in urban places and urban living.

CO-CURRICULUM

The Dunwoody community, and the city of Minneapolis more broadly, were deeply affected by the murder of George Floyd in May 2020. The College created a [DEI Committee](#) to address issues of equity and inclusion, to identify both weak spots and blind spots. (Two Architecture faculty members serve on this committee and its sub-committees.) Changes have already been implemented in many departments to improve the experience of students and employees. For example, students and staff can use their preferred name on much of the documentation at the College. The names that show up in course rosters, Canvas, or advising reports are not the original or “dead name”, but the name that reflects the individual as they choose.

Racial equity training, provided by the [Hackman Consulting Group](#), was provided to faculty and staff through a grant written by an Architecture faculty member. This nationally recognized equity training group specializes in helping colleges and universities move beyond basic diversity efforts toward a more inclusive and highly-regarded “lens shift” training that works from existing institutional systems and structures down to their impacts on individuals, and then takes those individual impacts back up to scale in the design of more inclusive organizational systems and structures.



Each month, Dunwoody holds a [Diversity Forum](#) with an invited speaker who addresses topics as various as Asian American heritage, LGBTQ representation, and Holocaust Memorialization. All Forums are free and open to students, staff, and community members. There have been over 100 Diversity Forums prior to COVID limiting in-person campus events.

Within the School of Design, faculty and administrators look for further opportunities to educate the students and themselves. In 2021, the [Conversations in Equity & Design Series](#) was created by Architecture faculty. It was born out of an effort to introduce issues of equity into a fifth-year thesis seminar class—students were to read articles about redlining, racial covenants, and other ways that planning processes have been inequitable as a foundation for site analysis. The exercise was met with resistance and indignation around the perception that the articles were ‘political’ in nature and ‘politics’ and ‘opinion pieces’ had no place in the classroom. Faculty realized quickly that they did not have the skills to facilitate conversations about racial equity as it relates to design. In the spirit of design thinking faculty attempt to model for students, they applied for funding to implement a racial equity training for faculty and staff and to create the speaker series. Funding was awarded through [Dunwoody’s Crosby Fellowship](#). ‘Conversations in Equity & Design,’ is a public virtual lecture series and a collaboration between the [AIA Minnesota](#), [Dunwoody College of Technology](#), [Minneapolis College](#), [NOMA MSP](#), and the Walker Art Center. Racial equity training was provided for the architecture faculty and an additional forty-five faculty and staff members who wanted to attend.

The Dunwoody NOMAS Chapter is relatively new but very active. NOMAS membership is provided to students free of charge if they choose to join. They held the [George Floyd Cipher](#) in Summer 2020, a design workshop centered around reimagining George Floyd Square (a memorial square in South Minneapolis) that also attracted other area college students and industry professionals. Dunwoody NOMAS has organized two-day, paid mini-internships for BIPOC students with the Minneapolis office of international architecture firm HGA. NOMAS has hosted many prominent speakers on campus and are working to formalize a mentorship program between students and professionals from communities of color.

The Women in Architecture (WIA) is also relatively new, formed in 2020 to bring women together across the cohorts and in the profession to share experiences. They have focused on starting a lecture series and increasing visibility of women from Dunwoody’s architecture program. The College has had a longstanding [Women in Technical Careers \(WITC\)](#) program that Architecture participated extensively within, but the students specifically decided that they needed a community to focus on questions of gender within design education and architectural career development.

Also at the College scale, the institution emphasizes diversity through the [Pathways to Careers \(P2C\)](#) Program, which prepares underserved and under-represented individuals for college success, immediate jobs, and great careers. Two different P2C tracks are designed to serve high school students and returning adults; in both cases, students qualify for scholarship aid and are paid a stipend for their program participation. Dunwoody works with community organizations and industry partners to identify and build relationships using mentors, hands-on activities, and academic support. People who have completed the program have the opportunity to receive a scholarship (renewable for up to two years) to attend Dunwoody.

There are many Dunwoody scholarships for students, ranging from \$500 to \$10,000 per year. Financial need and GPA are common criteria for scholarship awards. There are also specific scholarships for traditionally underrepresented and underserved first-year students, including



the [Women in Technical Careers \(WITC\)](#), [Pathways 2 Careers \(P2C\)](#), and [Project Lead the Way \(PLTW\)](#).

Students have broad access to design equipment and materials, often an unacknowledged burden to many lower-income students. Laptops with a full complement of general and design software are provided to every student, as well as basic drafting and modelmaking materials needed for their coursework.

SELF-ASSESSMENT – PC.8

Dunwoody is consistently strengthening its curriculum and initiatives to ensure students' understanding of diverse cultures and social contexts, and to support and include people of different backgrounds, resources, and abilities. The curricular revision was driven in part by the recognition that students (and faculty) needed a stronger grounding in equity understanding as the program moves into a broadly diverse future.

The program understands the complexity of equity and inclusion and are attentive to often-unconsidered impacts. As the program ages and grows, the variety of life experiences of the students broadens. For example, as the students build models and 1:1 construction, faculty realized that many did not have access to an assortment of materials, so the department created a re-use area of the Fabrication (FabLab) where students gather free materials. Students also have access to base building materials and tools for most modeling needs, whether analog or digital. The Summer 2022 hire of a full-time FabLab manager will provide the extra access and coaching that some students need to effectively use the equipment. The School of Design will continue to strive to give all students a great learning experience.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Students are introduced to the topics of health, safety, and welfare (HSW) from their very first semester, with pragmatic concerns that build upon their existing personal experiences and familiarity with the world around them.

Because of Dunwoody's longstanding Associate degree program aimed at professional life, the students are led through discussions of HSW codes and regulations from the beginning of the curriculum. These considerations are implemented into design from conception, not forced onto the design as it nears completion. The well-being and protection of the inhabitants of the designed environment becomes second nature to the students.

While beginning with pragmatic considerations of health, safety, and welfare within the confines of designed spaces, the department also expands the definition to include the ethics and energies of materials sourcing, the environmental impact of extraction, transportation, and processing, and larger concerns around equity, climate justice, and public health within



design and construction. Addressing the nuanced needs of the human experience, from the perception of comfort to access to community resources, is central to student work.

WITHIN THE CURRICULUM

The core of the HSW coursework occurs in the second, third, and fourth years of the curriculum, through courses that emphasize both the technical capacity of architects and also the larger historical and social frames within which that technical understanding is always applied.

Year Two

In the third semester of the program, students encounter [ARCH2104 Building Service Systems](#). This complex course serves as the introduction to building systems and the ways those systems support human health, safety, and welfare. Students study the design of a residential plumbing system with an emphasis on how such systems prevent disease and explore an electrical plan and its impacts on residential health and safety. On successful completion of the course, students will have the technical and design skills to not only understand but apply service systems in the service of occupant health, safety, and welfare.

Students study water supply issues, from source to use. It begins with the origins of water supply: locally, regionally, and globally. From surface water to aquifers, students explore the historic sources and availabilities of safe water and discuss contemporary questions of supply in the face of population growth, economic development, and climate change. Students learn both historic and contemporary systems of water treatment, and instances of public health catastrophes stemming from water contamination. Faculty teach water distribution systems, from individual collection and transport that still marks much of the world's water use to the contemporary urban systems that bring water from lakes or aquifers to individual buildings. Students study the distribution and use of potable water within individual buildings, from singular intake to innumerable fixtures. And finally, students learn methods and principles of water conservation, using these systems understanding to make systemic change.

Once the water has been used, students explore plumbing waste systems. From technical considerations of piping materials, traps and vents at individual drains, students then move to the system-level understanding of systems that employ public utilities or on-site septic for waste disposal. Faculty also discuss on-site waste remediation strategies: wastewater treatment and recycling, composting toilets, rooftop drainage and evaporation.

The course then moves to electrical systems, beginning with generation methods (fossil fuel, wind, solar, nuclear, tidal) and regional utility distribution systems. Students learn the principles and applications of utility power voltages, of single-phase and three-phase service, and the implications of peak and off-peak demand pricing. At the building level, students then study the systems of electrical control and distribution within a building; the character and energy use of installed lighting systems and of plug-load demand; and management of power variability through storage systems, generators, and emergency power provision.

Faculty introduce active fire protection systems: wet- and dry-sprinkler systems, deluge systems, and pre-action systems. Students explore mechanical building security, lockset types and applications, and grades and accessibility issues in hardware selection.

Faculty teach mechanical conveyance for people and materials. Students first learn vertical and long-distance conveyance: traction and hydraulic elevators, escalators and moving walkways, and their accessibility requirements. This also includes industrial lifts for

personnel, materials, and vehicles. In both cases, students consider questions of accessibility and clearances, pit and overrun specifications, and active and passive safety protections. Finally, they study acoustics: the nature, reflection and absorption of sound, questions of reverberation and space contouring, and the reduction of transmission through floors and walls.

Student learning in all of these areas is assessed through a combination of quizzes and small design problems at the residential and small commercial scales, in which students are called upon to design simple systems: electrical, plumbing distribution, wastewater venting, hardware schedule, and sound control.

Also in the second year, students take [CSBT2110 Building Codes](#) which was formerly classified as a Construction Management course, before the Architecture program shifted from the Construction Management division into the new School of Design (the course is now offered as **ARCH2131 Building Regulations**). This course reviews the regulations affecting building design. Beginning with zoning, students are taught about community concerns over land use including building use, site coverage, setback, and building height. Also included are parking, material, landscape, and signage requirements. The primary assignment is to determine the requirements for a site in a suburban community.

The main thrust of the course, however, is the study of the 2020 Minnesota Building Code, which incorporates the 2018 International Building Code. The course reviews the history of code development and pivotal events that affect the code. The course covers Allowable Area, Construction Type, Occupancy Type, Maximum Stories and Height, Occupancy Separations, Egress, Flame Spread, Ramps, Stairs, and Guards. It touches all chapters of the MN Building Code, but focuses on Chapters 3 through 10, those that affect building planning. The material is presented in a way to assure that the criteria is successfully incorporated in a building design. Students calculate occupant loads, exit requirements, identify fire walls, and sketch systems from UL and other standards. Exercises are drawn from IBC training materials, and further developed by the instructor.

Minnesota also has its own Accessibility Code, which is more stringent than the IBC. Students review accessibility in commercial applications as well as multifamily criteria (Type A and B Units). The final project is layout of a complying compact accessible toilet room.

Students are aware that they will never remember all the details of the Code. They will, however, know how to find relevant criteria, and how to successfully incorporate building and zoning code concerns into their projects.

Year Three

Two courses in the third year continue the Architecture program's direct interest in students' understanding of HSW issues. In the studio [ARCH3210 Program and Society](#), as students consider a building design based on a given program, they are asked to research and document the context of their project 'site' at descending levels of scale. They begin from questions of geography and region, move to the scale of city and neighborhood, down further to the five-minute walking radius, and only then on to the specifics of their site boundary. Faculty ask students to attend to several technical, ecological and social questions within their analyses: healthy neighborhoods, parking, traffic analysis, accessible parking, noise pollution, air quality, indoor air quality, life cycle analysis, ecosystem analysis, habitable building skins, migratory and pollinator health, water recycling (greywater and rain harvesting), radiant temperatures (passive solar heating), daylighting, zoning, bio-centric security, universal design, rewilding site, mental health related to living environment, and demographics.



This research is gathered in the spirit of attending to human welfare, meaning that a site analysis exercise is also an exercise about opportunities and constraints for its ultimate occupants. The design outcomes for this course were guided by the AIA's Framework for Design Excellence, with its focus on environmental and social justice and human welfare. However, within these common concerns, individual students are encouraged to explore their own particular focus on human welfare, ranging from air quality to water recycling to habitable skins.

The second third-year course related to HSW issues is [ARCH3240 Material Studies](#). This course allows students to study materials used in buildings, including their origins and the environmental impact of their extraction, transportation, and processing. Materials are scrutinized for their carbon footprint, and for their installation and user toxicity. Lifecycle impacts of all materials, including reusability and recycling, are taken into consideration.

Students also go beyond technical and ecological questions of building materials to consider their emotive qualities. They write a paper on the ways that materials can elevate human experience, and then select a building they find interesting in terms of compelling use of materials that contribute to the elegance and grace of the built environment.

The course is presented by video lecture with weekly videos posted for students on Sundays. Students are required to post their notes before Thursday of each week, which is when the quiz becomes available to students. The goal is for students to encounter the information three times: once in the lecture, once when they do their notes, and once in preparing for and taking the quizzes.

Year Four

In [ARCH4102 Studio 7 Interdisciplinary](#), students understand the history and future of Minneapolis urbanism by studying the [Minneapolis 2040 Plan](#) proposed by the City of Minneapolis in 2019. The goals of the Minneapolis 2040 plan relate to health, safety, and wellness on a number of levels. The plan has three interwoven aims:

Economic: more living-wage jobs in the context of a healthy, sustainable, and diverse economy; and the creation of affordable and accessible housing

Social: a city for healthy, safe, and connected people; the support of creative cultural and natural amenities; and the furtherance of a proactive, accessible, and sustainable government with equitable civic participation

Environmental: a high-quality physical environment, complete neighborhoods, climate change resilience, a clean environment

The studio examines the history of Minneapolis urbanism: how Minneapolis was planned, designed, built, and inhabited. Students also look to the future of the city and how urban design and architecture can connect and respond to issues of equity, climate justice, and public health. Students conduct urban analysis, engage experts in planning and issues of equity, conduct research, and collect and visualize data as part of their proposed design resolution. They explore questions of public health (including a new focus on pandemic and the post-pandemic city), public spaces, zoning ordinances, traffic analysis, public transportation, sustainability and resilience, urban daylight access, food access/security, and chronic health indicators.

Their final design projects translate those research findings into form, through an urban intervention proposed by students that aims to address the public injustices of the past and the public interest of the present and future, such as a building, landscape, public space, or a park; there is a focus on public health and wellness outcomes, such as affordable housing,



mental health care, houselessness, food security, urban heat islands, and spaces for communities to gather and connect.

The [ARCH4103 Structures](#) class focuses largely on the forces at work within individual structural members, within structural assemblies, and within buildings as a whole. Intuitive understanding and ability to locate references is prized over memorization and churning through formulas. Students are expected to know the basics of statics, but also when the scope of their expertise ends and that of the structural engineer begins. The class has also helped bridge to the Machine Tool Technology department by utilizing the Metrology Lab to test materials in compression and tension, yielding an impressive stress/strain graph for students to see in real-time.

The semester moves students through a study of construction types, floor deflection, column grid spacing, fire separation and fire ratings, and concludes with a load path analysis of their current studio projects. Students learn the role they play in the safety of building inhabitants, but lessons are based around accepting inherent responsibility, not instilling fear of catastrophic failure. A building failure case study (the 2021 collapse of one wing of the Surfside condominium in Miami) illustrates the roles each party plays in the safety of users and the redundancies that should be in place but sometimes are not.

SELF-ASSESSMENT – SC.1

From course grades and assignments, student self-assessment feedback, and application of knowledge in subsequent classes, the program is pleased with student learning and retention in Health, Safety, and Welfare issues. The program is proud of the students' level of knowledge about the pragmatic and human concerns of design. Even the most introductory courses are well beyond introductory level in the depth of expected understanding of codes, regulations, and underlying principles related to health, safety and welfare.

There are several opportunities for further enhancing this area of the curriculum. Specifically, there are four areas that faculty are designing coursework to address:

- Voluntary measurement and compliance standards such as WELL and LEED, helping students understand the leadership role of architecture in addressing questions of health and sustainability.
- Further attention to universal design, especially in raising questions of “design for all” within the context of studio projects. In particular, the program intends to expand the consideration of ADA standards beyond mobility and into issues of sensory impairment.
- The acquisition and implementation of building simulation software so that students can test their design proposals against questions of energy use, daylighting performance, acoustic performance, and egress safety.
- Further attention to community welfare and public health, at scales from neighborhood to city to the global impacts of extractive resources.

The program believes improvements can be made to exposing students to outside measurement standards like WELL and LEED. Further, there is an opportunity to continue pulling these pragmatic concerns and regulatory context into design solutions into studios and pursuing more use of performance-modeling software so students can test their suppositions on topics like daylighting, energy use, and egress.



SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

The forces and processes that shape architecture and the profession can be defined in two ways. The first are the codes of ethics, regulations, and contractual obligations that within the profession; the second is individual choices about participation and commitments within the field. Dunwoody addresses both facets: introducing students to their professional obligations, and also ensuring that they understand their own role within the field of place-creation. The program encourages and supports students to discover their unique talents with which they can find their individual place within the field.

In the curriculum, students investigate the profession through real-world applications. The daily norms, habits and responsibilities of professional life are central to the program's ethos. The program focuses on the development and roles within the design team as a fundamental business process. Students come to understand roles and responsibilities through research, firm visits, and interviews with practitioners. They explore ethics around fairness and compensation by writing contracts and estimates. Professionalism as a personal ethic, organization, timeliness, curiosity, and willingness to get jump in and do the work, is expected. Ethics also relate to: the client, and the users of the spaces, and the larger environmental impacts of the work. There is a professional duty to represent their best interests during the application and review of regulations and in all business processes.

WITHIN THE CURRICULUM

Because of Dunwoody's century-long commitment to professional preparation and career readiness, questions of career readiness are woven throughout the curriculum. Faculty emphasize professionalism and service expectations extensively during the first two years of the A.A.S. curriculum, knowing that many of the two-year students will move directly into design work. Faculty revisit professional preparation again during students' fifth and final year, as the B.Arch graduates prepare for their prelicensure careers.

Year One

The first-semester [ARCH1111 Architectural Drawing](#) course is the introduction to the professionals who shape buildings and cities. It also represents the first opportunity to discuss professional standards: timeliness of arrival and submittal, general courtesy in person and via email. Class sessions typically begin with a short lecture followed by student work time to apply the new concepts until they get stuck, at which point faculty and peers assist.

Professional team structures are discussed and practiced via Bluebeam review. Code is introduced primarily through bathrooms, steps/ramps, and parking in the final course project, a restaurant fit-out. Discussions help students understand both the origins and the importance of these rules. Three guest speakers from local design firms join the class throughout the semester, and students are excited and curious to learn about working in the professional environment.

In that same semester, [ARCH1141 The Profession](#) introduces students to the profession of architecture. The course presents a broad overview of the education and licensure requirements necessary for architectural practice. Faculty outline the roles of the members of a firm and those of the stakeholders of a project. An important part of the course is the careful



consideration of the Code of Ethics established by the AIA, and the NCARB Code of Conduct. Students review and discuss examples of ethics failures in the context of that document and write an essay on a standard they have chosen.

In the second semester, [ARCH1211 Construction Drawings](#) reviews a set of construction documents drawn from an award-winning mixed-use project. The course teaches students how to navigate a set of construction documents: the order that material is presented, and what each component of the set is trying to tell and to whom. Students use the documents to develop Revit skills and to serve as a basis for the design portion of the course. Students learn the basic design process of analysis, concept, design development and presentation, and integrate issues of structure, systems, egress, and accessibility in their final projects. The intent is to prepare them for subsequent studios and ready them for work as an intern in a design firm. Students are expected to demonstrate professionalism in their work and presentations.

Construction documents are the language through which design gets built; when faculty teach students how to read and to construct these documents, they also teach their daily implications for professional life, regardless of specific role in a project.

Year Two

The [ARCH2103 Project Management](#) course is the most central point in the A.A.S. curriculum for the preparation of the students for daily working life in design. Within the architectural firm, faculty discuss the roles of Principal, Project Manager, Project Architect, Design Architect, and Drafters in each phase of the project, from marketing through completion. The course also introduces the roles of consultants: structural engineers, mechanical engineers, electrical engineers, interior designers, acousticians, and other specialists. Faculty discuss the various project-delivery types: design-bid-build, design-build, construction management, and integrated project delivery. In each case, students learn the respective contract types, and discuss their respective advantages and disadvantages. Standard professional-management questions of billing rates, time-keeping, and time cards/billing software are discussed. This component of the course also introduces the roles of stakeholders outside of the firm are discussed, including contractors, project owner, members of the community, relevant public officials, and the role of project finance.

The second half of the semester puts that information to work. The students are grouped into teams and are assigned international firms to study. They review the project types, delivery methods and the organization of the firms. Students present their findings in a PowerPoint presentation. The students are then assigned a local firm to contact and visit. They research a project of that firm: its organization, its delivery types and project types. After a firm visit, the students compare the local firm with the international firm, presenting their observations of similarities and differences. The intent is to present the students with the range of work, firm types, delivery types and roles within the profession.

That course is augmented by [ARCH2105 Economics of Practice](#), in which students examine the financial elements that a design firm's staff members will manage during construction. Individual instructors of the course use detailed examples from their own practice. The course begins with thorough instruction in the use of Microsoft Excel spreadsheets, emphasizing the use of formulas. Again, this is a specifically local choice in pedagogy: Dunwoody aims to introduce students to the daily tools of professional life, and the power of Excel is often taken for granted rather than directly investigated.

Because cost estimates are required by the AIA Owner-Architect Agreement, students prepare preliminary cost estimates for a project, using the RSMeans cost-estimation software. The example project also requires a Tax Increment Financing calculation;



accordingly, students prepare a tax-implications document as would be provided to the community. Students evaluate bids, bidder qualifications, and adjustments for incorporating non-union work, to determine the low bidder from among three examples, and present spreadsheets that would communicate the logic behind their recommendations to the Owner. Students then prepare a document demonstrating the contract sum for the Owner/Contractor agreement.

The fundamentals of pay applications are introduced, including an assignment in which students mark up and correct a contractor's pay application with a rejected line item. Faculty also introduce students to the idea of life-cycle costing, through the evaluation of the feasibility and the demand impacts of incorporating solar energy in their studio project. Together, these exercises serve to prepare students for some common professional tasks they will be assigned, preparing them for a role in construction administration.

In the following semester, [ARCH2205 Economics of Building](#), faculty build on that financial understanding to examine methods of detailed project estimation. Construction estimates are required by the architect in the AIA Owner/Architect agreements; accordingly, architects must know how to conduct them. Students produce order of magnitude, accommodation units, building type, assembly, and unit cost estimates. Life cycle costing is also addressed. This course builds upon the earlier [ARCH2105 Economics of Practice](#) by focusing on the specific costs of the building. Assessment is made by a series of exercises which culminate in a comprehensive estimate for an office building.

Finally, the [ARCH2201 Portfolio](#) course helps students learn to market and represent themselves as professionals. This ties directly to the Dunwoody ethos of building the individual who works within the norms of the industry. The course centers around the fundamentals of curating a powerful portfolio, both physical and digital. Faculty lead students through the creation of a resume and a cover letter and hold mock interviews that students have found helpful as they prepare for real interviews. A mid-semester discussion explores the navigation of a performance review and negotiation of salary.

There is an emphasis on professionalism and organization; even as students begin to gather their work into an orderly system, they are sorting, sifting, and curating how to best showcase their skill sets to future employers. They are asked to try and place themselves within the profession of architecture based on their talents and aspirations. To this end, several assignments ask for explorative writing to discover their strengths and weaknesses. They are asked to pick an ideal job description to meet their current capabilities and future goals, and to tailor a cover letter and resume to best satisfy this position.

The fourth semester is commonly the point when students begin transitioning from non-industry jobs into their first professional placements. This course comes in the final semester of a two-year Associate degree program that emphasizes the use of software to achieve technical and professional ideas; this course introduces students to new modes of thinking and software that emphasizes representation and graphic composition.

Year Five

The final B.Arch year has two concluding experiences designed to ready students for professional practice. In their culminating studio, [ARCH5202 Studio 10 Comprehensive II](#), faculty require students to dig deep into their toolkit, recalling skills from earlier studios that they may not have used for a year or more. Students conduct frequent correspondence with partner-clients as they exercise autonomy in the management of project expectations and schedules. Instructors are always cc'd on these messages, and gentle guidance is given if correspondence doesn't align with professional standards and norms.



Students are encouraged to pursue their production within their own wheelhouse but are also challenged to push these objectives further, outside their comfort zone. The intended product is a project that is uniquely their own, but that couldn't have been created in a vacuum of solely their own strengths.

The fifth year course that most fully addresses students' entry into the architectural profession is [ARCH5103 Professional Practice](#), which reinforces the ideas of management, organization, and practice of Architecture as a both business and profession. Focus is placed on professionalism, professional ethics, leadership skills, licensure, business management, marketing, contracts, specifications, building codes, environmental stewardship, community engagement, and other aspects of professional practice. Students examine firm typologies, professional roles, organizational structures as well as compensation and delivery models. Students are exposed to each phase of the design process (from programming through post-occupancy assessment) with the goal of providing them the necessary skills to effectively enter the profession. Students are asked to contemplate their motivations, aspirations and "why" for pursuing a career in architecture. Students take a deep dive into ethical topics in architecture and compare and contrast professional codes of conduct (NCARB Code of Conduct, AIA Code of Ethics). As part of the learning process students will examine case studies, interview professionals, and complete a professional self-reflection in order to develop an expanded view of architectural practice. Students will research and propose a design firm start-up, complete with a marketing and business plan, using the skills they have developed to critically assess social, economic, environmental, and legal conditions. In addition, the course explores the role of the architect in society as stewards of the built environment with the agency to advocate for a more just, equitable, and sustainable world.

SELF-ASSESSMENT – SC.2

Dunwoody students are well prepared to enter the design industry, as A.A.S. graduates entering their first white-collar positions, and as B.Arch graduates who continue their path toward professional licensure. Students understand the purposes and the forms of practical documentation and understand architecture's regulations and the professional expectations. Business practices and contract documents are well covered in the curriculum. This is covered explicitly in early coursework and as a continually evolving skill across studios in the upper-division courses. This is evidenced by Program Assessment documentation provided by faculty and practicing professionals at final reviews for each studio.

Students understand where they will fit into the architecture profession when they start and the paths their career will take as they progress through the profession. As they go into industry, they understand how to carry themselves as professionals, in their attitude, representation, and preparation. They have comprehensive knowledge about ethics, regulatory requirements, and business processes beyond what is expected of introductory employees. The department hears this feedback during PAC (Professional Advisory Committee) meetings and during informal conversations with local professionals. One point of pride is Dunwoody graduates' performance on the Architect Registration Examinations. The program alumni have done remarkably well on the various components of their AREs.

	Dunwoody Alumni Pass Rates	
Exam section	2020	2021
Construction and Evaluation	100%	100%



Practice Management	100%	80%
Programming & Analysis	100%	100%
Project Development & Documentation	75%	100%
Project Management	83%	60%
Project Planning & Design	60%	60%

Within the curriculum, there is an overall framework for professional ethics and regulatory requirements throughout the five years of the B.Arch degree. Students are given an introduction within the first year, so that students will have a solid foundation before moving on to the next courses. The department’s most experienced full-time and adjunct faculty teach this course ([ARCH1141 The Profession](#)) and can use their experience to help educate the students. As students move through years two through five, they take a deeper dive into ethics, regulatory requirements, and business processes throughout their coursework. These items are then revisited at the end in [ARCH5202 Studio 10 Comprehensive II](#) and [ARCH5103 Professional Practice](#) to ensure that students know and understand the application of what they have learned.

The department can assess that students understand what they have learned by seeing them getting jobs in the industry, working at internships, and participating in the mentorship program. Faculty advisors also track the number of students who are working in the industry or completing an internship while in school, to help in advising and assess where the students are at, career-wise. Seeing students working at jobs or internships in the industry and maintaining relationships with industry partners helps demonstrate that the students are entering the industry with the knowledge they need related to professional practice.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

The Dunwoody curriculum ensures that students understand the physical, cultural, and environmental contexts of buildings and sites, including the laws and regulations that pertain to them. Students learn the history of codes and ordinances, and how they influence city planning. Additionally, students learn how changes to codes and ordinances have created unique opportunities within the city, and the social and economic forces that influence ongoing regulatory change. Real-world examples of this are used, such as the Minneapolis 2040 plan and the City’s COVID response.

In addition to learning the history and development of design regulation, students learn the specifics of building code, zoning code, and methods to understand cultural and demographic data. They learn how the selection and prioritization of data influences design decisions. They have the opportunity to interact with professionals in industry as well as in various city and county departments as they learn the regulatory environments within which designers practice.

WITHIN THE CURRICULUM

Elements of the regulatory context, and strategies for working within them, are presented in several courses through the students' first four years.

Year One

In the first semester, [ARCH1121 The Site](#) introduces students to the relationship between a building site and its physical, cultural, and environmental contexts. The course utilizes the surrounding urban context of Dunwoody College to do on-site, land use, and regulatory investigations of Loring Park and the Minneapolis Sculpture Garden at the Walker Art Center. Faculty emphasize five formative skills that will provide students a basis for site analysis in subsequent studios and coursework:

- physical site inventory
- user behavior
- topographical analysis
- regulation and code information
- demographic data retrieval.

Students document the movement of water on site and considering any management strategies that they note, especially on active sites where regulatory needs for construction such as silt fencing are in use. Through research exercises, they learn to obtain and evaluate site-relevant building code and zoning code issues. They collect cultural and demographic data through city, state, and national sources including the US Census. Discussion of historical zoning origins and rationale, as well as examination of structural inequities in the built environment driven by racial and economic segregation, help to contextualize the current state of American cities.

Lectures, guest speakers, in-class exercises and site visits help to convey the designer's responsibility to select and prioritize data that inform site design; students also learn to recognize a building site as an active environment in which natural and regulatory practices are manifested in the form of the landscape and architecture.

As a summative evaluation, students are asked to study a local site that has not been discussed previously, and to produce a site analysis document considering physical context, behavior and use, topography and environmental considerations, regulatory code, demographics, and documentation of site visits. AIA site visit templates are used to help students organize their work and familiarize them with the norms and practices of the profession.

Year Two

The second year begins with two courses that closely examine the regulatory contexts of design. [CSBT2110 Building Codes](#) (now offered in the Architecture program as ARCH2131 Building Regulations) is a lecture course that reviews regulations affecting building design. It begins with zoning and covers building use, site coverage, setback, and building height. Also included are parking, material, landscape, and signage requirements.

The main thrust of the course is the study of the 2020 Minnesota Building Code which incorporates the 2018 International Building Code. The course reviews the history of code development and pivotal events that affect the Code. The course covers site restrictions (allowable area, maximum stories and height), occupancy (construction type, occupancy

type, occupancy separations), life safety (egress, flame spread), and mobility requirements (ramps, stairs, guards). Real world examples are presented to students, in a way that shows how each criterion is actively considered in a building design.

Minnesota has its own Accessibility Code, which is more stringent than the IBC. Students review accessibility requirements in commercial applications as well as multifamily criteria (Types A and B units). The final project is layout of a complying compact accessible toilet room.

The goal of this course is not that students have memorized all the details of the codes. They will, however, know the process of finding the applicable criteria, and how to successfully incorporate them into their projects.

[ARCH2102 Studio 3 Design Development](#) brings site awareness into a studio setting, to renovate or replace an existing fire station in the inner-ring Twin Cities suburb of Apple Valley. The community wishes to retain the existing fire hall but move their Fire Administration offices to that site, provide a safe means to give tours to school kids, add a community room and provide an updated image reflecting community values.

Students meet with the Fire Marshal and discuss the program on site, reviewing the existing structure. They then form teams of two. (The purpose of working in teams is two-fold: to understand teamwork, and to introduce the frequently-used design collaboration software Revit Worksharing.) Teams review the zoning requirements to determine FAR, building height, materials, parking, and landscape requirements. From that foundational understanding, they develop a site analysis, and develop bubble diagrams outlining a conceptual building and site plan. If the proposed project might require a variance, students are required to request one from the instructor and justify its benefits.

Each team is required to coordinate and program support elements for primary activities—calculating toilet requirements, ancillary fire hall functions, reception areas, conference rooms, and so on. They perform code reviews for occupancy separation, allowable area, and exiting. They assure compliance with accessibility requirements, and develop conceptual plans for structural, mechanical, lighting, and window/door/hardware systems.

A primary challenge inherent to this project is to provide for disparate functions to occur safely and without conflict. Site traffic management is a significant challenge—safely exiting emergency vehicles, entering school buses, entering volunteer fire fighters, and traffic control on the streets.

Assessment occurs with internal reviews at the stages of site analysis and conceptual plans. Final presentations include a panel of external jurors from the professional community. Projects are graded based on plan organization, code compliance, systems, and building appearance that reflects community values.

The subsequent studio, [ARCH2202 Studio 4](#), acts as a capstone moment for the two-year A.A.S., and launches the students who choose to continue into the greater sophistication to come in the third through fifth years of their B.Arch journey. The project focuses on Dunwoody as an institution, utilizing its grounds, site, staff, and administration to explore programming, design criteria, and facility management for a proposed multi-use building on campus that would include both educational and housing functions.

Students interact with working professionals to evaluate design proposals that address site analysis, land use and zoning, building code review and egress, lighting, and orientation, and structural and systems design. Working sessions with professionals include both student presentations and further co-development of life safety and land use proposals. The final projects are expected to simultaneously respond to client goals and needs and comply with



regulatory requirements. The evaluation is a summative proposal presentation as well as a document set that is evaluated based on a holistic approach integrating client, community, and contextual factors.

Year Three

The studio [ARCH3210 Program & Society](#) prefaces a project design with a thorough understanding of the regulatory framework that governs architectural design, even as students take their projects from pre-design through concept. For instance, the Exercise 1 prompt asks that students document zoning issues including boundaries, easements, height restrictions, site area, access, and future development planning. The second exercise asks students to diagram a response to these site regulations, and subsequently to integrate this response in design decisions.

Year Four

The [ARCH4102 Studio 7 Interdisciplinary](#) helps students understand the history and future of Minneapolis urbanism by studying the proposed [Minneapolis 2040 Plan](#). The Minneapolis 2040 Plan is a revolutionary proposal for urban development, worthy of study regardless of the student's physical location. As other municipalities propose unprecedented ideas in planning, they will be considered as the framework for this studio. The studio examines the history of Minneapolis urbanism, exploring how Minneapolis was planned, designed, built, and inhabited. Students will also look to the future of the city, and the ways that urban design and architecture can connect and respond to issues of equity, climate justice, and public health. Students conduct urban analysis, engage experts in planning and issues of equity, conduct research, and collect and visualize data.

Studio 7 addresses principles of life safety through looking at crime prevention through design, such as designing a space so that it is always occupied. It delves deep into the changing applications of principles of land use/zoning, height restrictions, and infill projects. Students understand the value of public/private partnerships as well as current laws and regulations through meeting with council people, business owners, planners, planning commission, developers, community members, downtown improvement district, and landscape architects.

The studio aims to understand the forces at play in an urban context: the unsheltered population, decline of use, development strategies, traffic, and safety planning. Students employ architectural ideas that can change perceptions of safety as well as conduct a comparative analysis between neighborhoods in distinct parts of the city. Through this work students understand the different histories and contexts of the city and how zoning changes affected the city. The final design project reflects research findings in the form of an urban intervention that aims to address the public injustice of the past and the public interest of the present.

SELF-ASSESSMENT – SC.3

The Architecture program treats the fundamental principles of life safety, land use, and current laws and regulations in the built environment as the designer's primary responsibility. The program provides several introductory classes that focus on zoning, land use, building code, and accessibility to help students understand the role designers play in keeping the public healthy, safe, and well. These principles are then applied by students in each studio, but become a specific focus of **ARCH2102 Studio 3 - Design Development**, **ARCH2202 Studio 4**, and **ARCH4102 Studio 7 - Interdisciplinary** where they are directly assessed in final projects. Currently, **ARCH4102 Studio 7 - Interdisciplinary** focuses most heavily on

zoning impact on building footprint. **ARCH5110 Integrated Studio** has been developed in the new curriculum to look more closely at zoning, code compliance, and other laws and regulations.

In the face of a vast array of regulations, faculty prepare the students to know why, when and where to look for more information. Regulations are considered beyond generic rules and hypotheticals by using real case studies and anecdotes from instructor practice. Practicing faculty are a real value to meeting the departmental goal of pairing regulations (along with ethics and best practices) with real-world scenarios. Discussions often center around how specific projects have been impacted by the regulatory context and what happens when a requirement is overlooked or not followed. The ability to research laws and regulations is evidenced in process work leading up to studio presentations and within coursework.

A strength to retain is how faculty expose students to land use and zoning regulations. Faculty put students into their immediate environment, either by selecting sites visitable by all students (online or on-ground). The idea of a site is always grounded in social, cultural, and legal knowledge. As students progress through the program, they increasingly use their knowledge of these regulations to make effective design decisions to influence life safety.

One area the program sees as a possible growth opportunity is to better highlight the significance of voluntary regulatory systems such as LEED or WELL, not only in what they can do for a project, but their impact on the industry and environment. Faculty plan to incorporate this as the program moves forward with **ARCH3110 City and Site**.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

Much of the emphasis on teaching building science comes from faculty experiences of feeling unprepared when they finished their Master of Architecture programs and began their careers. Early on in the curriculum, instruction focuses on facts and plausibility, but is soon pointed toward referencing and testing these facts in studio design projects.

The faculty who teach technically-focused courses are up-to-date on all the technical aspects of the industry, all the while making clear that there is a limited scope to what an architect can possibly know given their responsibilities. Faculty provide students a broad overview while taking a deep dive into specific topics to demonstrate the depth of all topics. The students are prepared to do the required research and have extensive conversations with discipline specialists and have a good understanding of how to work with others with different foci.

The Architecture studios focus on both exploring what can be (how can students create innovative solutions?) and what can be built (how does this new exploration become a reality?). This method grounds student work in possibility. The program holds to the Dunwoody focus on “state of the industry, not state of the art,” wanting students to be abreast of the ideas and practices that have been adopted by the profession, and to then help the profession evaluate and adopt the next big thing.

The Architecture program also defines this SC in terms of emerging technologies in documentation, representation, and modeling. Technical agility across a variety of software and hardware (from rough sketch to precise orthogonal and technical drawing) allows the students to visualize and express building construction. It prepares them to think in terms of visual and material realities, and then to communicate their ideas and their intentions to a



wide variety of colleagues. If visual representation is a language, it is expected that the students will be both fluent and eloquent.

Student work is critiqued on the quality of communication techniques, and on their implementation of building technologies. Faculty bring in more technically-minded critics to review student work and speak to classes on design solutions and a student's ability to support a project's intentions structurally and through building systems.

WITHIN THE CURRICULUM

As would be expected in a college with a century of expertise in developing students' technical capacity, the Architecture program addresses questions of design technology throughout the curriculum. Although there are nine different courses that help the program achieve SC.4, two of them, [ARCH2104 Building Service Systems](#), and [ARCH4103 Structures](#), will be discussed in greater detail below.

Year One

As the first of ten studios in the B.Arch curriculum, [ARCH1111 Architectural Drawing](#) sets the tone for a technically driven curriculum. The class introduces Adobe CC, AutoCAD, Bluebeam, and SketchUp with approachable assignments that require creative application. A cursory overview of building construction and environmental performance help lay the groundwork for future studios and lecture courses. A bulk of learning takes place in desk crits on students' personal projects, which offers students the chance to feel ownership over the pragmatic concerns that arise in their own designs.

In the second semester, students' further their technical understanding. [ARCH1221 Building Details](#) is an introduction to architectural drawing conventions and the art of detailing. The first assignment asks students to contemplate a common object and create a complement of architectural drawings for it. They start to think about how objects are put together and use established forms of communication to explain their thinking to others.

The students are shown examples of existing assemblies and asked to replicate them as a first step. Then, they are asked to create variations or adjust the assembly based on their own material choices and design, including the presentation of their process drawings. The students demonstrate skill in understanding assembly, but also the thought process required to be a good detailer.

Year Two

In [ARCH2204 Building Envelope and Environment](#), faculty present the utilization of passive and active responses to climate. The course begins by examining environmental factors in relationship to the design process and technical decisions to be made in addressing or mitigating issues of thermal comfort. After this introduction, the course examines the building envelope and various ways in which environmental factors are mitigated through technical application of shading, material specification, and building technology. Finally, the relationship between natural and electrical lighting strategies and active systems are examined in the relationship to envelope and passive systems in a discussion of design and integration. Students are charged with examining an existing building response to site and climate by documenting solar orientation, passive and active comfort systems, envelope, and lighting, to document that building's technical approach to design and to environmental and climate concerns.



The second year also features one of the most intensive building technology courses, [ARCH2104 Building Service Systems](#). This course serves as the introduction to the intentions, function, and design of numerous building systems. Students study the design of a residential plumbing system, explore an electrical plan and its impacts on residential health and safety outcomes. On successful completion of the course, students gain will have the technical and design skills to understand and integrate systems and lead their consultant experts.

Students study water supply issues, from source to use. First, students learn the origins of water supply: locally, regionally, and globally. From surface water to aquifers, they explore the historic sources and availabilities of safe water and discuss contemporary questions of supply in the face of population growth, economic development, and climate change. Faculty teach both historic and contemporary systems of water treatment, and instances of public health catastrophes stemming from water contamination. Students also learn about water distribution systems, from individual collection and transport that still marks much of the world's water use to the contemporary urban systems that bring water from lakes or aquifers to individual buildings. They study the distribution and use of potable water within individual buildings, from singular intake to innumerable fixtures. And finally, students learn methods and principles of water conservation, using these systems understanding to make systemic change.

Once the water has been used, students explore plumbing waste systems. From technical considerations of piping materials, traps and vents at individual drains, faculty move to the system-level understanding of systems that employ public utilities or on-site septic for waste disposal. Students also learn on-site waste remediation strategies: wastewater treatment and recycling, composting toilets, rooftop drainage and evaporation.

The course then moves to electrical systems, beginning with generation methods (fossil fuel, wind, solar, nuclear, tidal) and regional utility distribution systems. Students learn the principles and applications of utility power voltages, of single-phase and three-phase service, and the implications of peak and off-peak demand pricing. At the building level, students then study the systems of electrical control and distribution within a building; the character and energy use of installed lighting systems and of plug-load demand; and management of power variability through storage systems, generators, and emergency power provision.

Faculty introduce active fire protection systems: wet- and dry-sprinkler systems, deluge systems, and pre-action systems. Students explore mechanical building security: lockset types and applications, and grades and accessibility issues in hardware selection.

Students learn mechanical conveyance for people and materials. They begin with vertical and long-distance conveyance: traction and hydraulic elevators, escalators and moving walkways, and their accessibility requirements. Faculty also include industrial lifts for personnel, materials, and vehicles. In both cases, students consider questions of accessibility and clearances, pit and overrun specifications, and active and passive safety protections. Finally, they study acoustics: the nature, reflection and absorption of sound, questions of reverberation and space contouring, and the reduction of transmission through floors and walls.

Student learning in all of these areas is assessed through a combination of quizzes and small design problems at the residential and small commercial scales, in which students are called upon to design simple systems: electrical, plumbing distribution, wastewater venting, hardware schedule, and sound control.

Year Three



The third year of the curriculum furthers students technical understanding of building systems through [ARCH3240 Material Studies](#). This seminar allows students to scrutinize building materials for their carbon footprint and toxicity, both in installation and in use. Lifecycle is taken into consideration through the reusability and recyclability of materials. Structural concepts, compression, tension, shear, and buckling are introduced here, before their further elaboration in the fourth year structures class. These concepts are incorporated into the discussion of material assets and liabilities with particular emphasis on the typical failure of each material.

Properties of the materials, structural, thermal, durability and weatherability, are introduced, citing testing agencies such as ASTM, NFPA, APA and others as germane to the material. Standards for dimensions and construction tolerances and sequencing are reviewed. Methods of construction and incorporation are introduced.

This third year also introduces student to a much greater sophistication of rendering and design thinking tools. In [ARCH3120 2D Rendering](#), faculty push students outside their perceived bounds of rendering (within a single software) in order to expand their toolset and demonstrate the value of iterative representation. Teaching focuses on the layering of analog and digital layers, and a cohort-derived definition of craft. Emerging ray tracing engines (Lumion, Enscape) are utilized primarily for clay renders, upon which the student's layer various iterative trials. Precedent imagery is searched out and reverse-engineered by the students in small groups. In another assignment, students are also asked to experiment with presentation styles, yielding exciting developments in concept boards, material projected onto multiple walls at once, gifs set in zoetropes, and other innovative design media technologies.

That course is immediately followed by [ARCH3220 2D Fabrication](#), which explores the principles of rigorous, rule-based design through processes of tessellation and tiled patterning. Students investigate different tiling patterns through a study of origami techniques, Arabic tiling patterns, and cut-and-fold paper modeling. The objectives of the course are to develop systematic ways of relating 2D and 3D geometries, practice iterative design through making, and understand how subtle and incremental variations at one scale can produce larger change on a different scale. Students start with physical modeling by hand and translate through digital design and fabrication techniques using Rhinoceros 3D and the laser cutter. For their final project, students are challenged with considering different programs for their tiled system, typically in the form of a screen that filters light or view, or a system that acts as a countermeasure to the heat island effect by incorporating plantings that encourage evapotranspiration and pollution conversion.

Year Four

This year of the curriculum features the second of the most rigorous building technology courses, [ARCH4103 Structures](#). This course teaches the foundational concepts of compression/tension, stress/strain, moment/shear, as well as an introduction to basic rules of span and buckling. Since this course is being sunset and partly replaced with Material Strengths, the class has also pivoted toward investigating material technology more fully. Utilizing the Metrology Lab in the Machine Tool Technology department, students test novel building materials in compression and tension, focusing on rescuing from waste streams. They then study the meaning of the resultant stress/strain curves. Students further speculate on the reasons for and manner of failure as well as possible real-world applications.

Structural analysis and material qualities are reviewed via lecture, including production and recent innovations. Current event building failure case studies often play a role in discussing safety and how building technologies change over time, with an emphasis on accessing information over memorization of information.

Finally, [ARCH4204 Studio 8 Abroad/Design Build](#) introduces students to the relationships between building technology, building materials, and culture. The most recent version of the course, the Tarpee Design + Build project, takes a deep dive into Indigenous histories, contemporary Indigenous issues, and leverages the power of the design-build studio and digital fabrication processes to bolster the effort of environmental activists on the front lines of anti-pipeline movements.

The studio work reconsiders a comprehensive set of design elements, such as: scale, occupancy, accessibility for both fabrication and assembly, collapsibility & portability, cost benefit analysis, carbon footprint, reduction or elimination of petroleum-based products, and scalability of production. The studio addressed traditional and emerging construction systems, enclosure systems, and structural systems, considering the relationships between materials and form, between materials and details. The student groups undertook an intensive physical prototyping process; their projects explored cut/fold flatpack models in sheet steel, or CNC routed wood reciprocal frame connections inspired by Kumiki Japanese joinery. Students use a variety of digital design and fabrication software and techniques including, Rhinoceros 3D, Sketchup, AutoCAD, RD Works, MeshCAM, and Torchmate. Students were charged with presenting, defending, and justifying the decisions and trade-offs made in their final design, as reviewed by Indigenous sovereignty advocates and stakeholders.

SELF-ASSESSMENT – SC.4

The faculty have experience in designing for constructability, and see great value in the ability to review personal examples with students. Students are engaged when they hear about the entire, messy process, all the way up to explaining mistakes to an owner. The students understand how to document building construction and learn how that language can lead to misinterpretation. This is a great asset to them when they enter industry, as they will be cognizant of issues they could be creating for their teams.

A recurring concern faculty see in the students' development is a lack of awareness of their own power—specifically, students often don't apply the technical knowledge they've gained into subsequent studio projects if they're not prompted to do so. Faculty attempt to address this by focusing on application over memorization, but still find students designing huge spans with unrealistic roof assemblies well into their fifth year, detaching the design process from the practicalities they've learned to that point. This is probably an unsurprising symptom of their front-loaded technical education, and the program plans to address the issue by further emphasizing application of building construction concepts into studio projects. As the program moves into the revised curriculum, this will be addressed in **ARCH5110 Integrative Studio**, where students contemplate the further development of a previous project. Students will refine and complete that project by completing and integrating mechanical, electrical, enclosure and structural systems.

A challenging aspect of hands-on testing and making was the lack of student access to and maintenance of the various fabrication labs around the college. There were several machines that were down or not working properly throughout the semester, but no designated staff to address the issues. The studio used the Metrology Lab, the Fabrication Lab (FabLab), and the Welding Lab, each managed by a different department. In response to this ongoing issue, the School of Design has hired a new full-time FabLab faculty member to manage those machines, provide more out-of-class access for students, and facilitate collaboration with other labs used around campus.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

The Architecture program is a data driven program that introduces layers of the theoretical and historical, transitioning toward form-making and spatialization to satisfy programming and client criteria while capturing mandates of greater responsibility to climate and social justice.

The studios are inherently client-centric, crossing their interests with the pragmatics of regulatory requirements and site conditions. Faculty work to ensure that students understand integral knowledge is not just technical vs theoretical, but also incorporates community wisdom and client feedback, better aligning the student experience with practice.

After earlier courses in which several variables are brought into synthetic consideration, it is in the fifth year ARCH5104 Studio 9 Comprehensive I and ARCH5202 Studio 10 Comprehensive II where faculty expect students to be fully capable of bringing together a broad array of human, technological, cultural, and regulatory considerations. This sequence will transition to ARCH5120 Thesis Preparation and ARCH5210 Thesis and continue to provide the students and faculty with extended time to explore the integration of multiple design considerations.

WITHIN THE CURRICULUM

Faculty work to give students numerous, and increasingly sophisticated, opportunities to resolve their design work against an increasing array of expectations. They work throughout the second through fourth years to build the students' capacity for synthetic thinking, leading to its full expression in the two-course studio cycle of the final year.

Year Two

In [ARCH2102 Studio 3 Design Development](#), faculty focus students on the processes of moving from schematic design to design development. The course project, the renovation or replacement of a fire station, inherently takes into account site conditions, multiple uses by professionals and community members, zoning requirements, traffic management, and the analyses of building and accessibility codes. Students employ precedent analysis to better understand questions of typology and hold site visits and meetings with the client community's fire marshal.

In the following semester, [ARCH2202 Studio 4](#) represents the capstone experience for the A.A.S. degree, bringing students' technical skill and knowledge of the first two years through a traditional design process of pre-design, site and precedent analysis, conceptual design, code review, schematic design, and design development. At each stage, students submit an updated project report, integrating new learning throughout the course. This is consolidated from the individual analysis and research from pre-design conversations, site and zoning research, precedent analysis, and conceptual development. Students move from a code review of their first-half research and program development into cumulative proposals through schematic design and design development at the midpoint of the course. The second half of the semester is design development, culminating in a summative verbal and visual presentation and a design document set to be evaluated based on the student's ability to integrate input from each stage of the design process.

The studio foregoes traditional formal reviews until the final presentations, instead holding working reviews to echo the tenor and rigor of practice, such as bringing in professionals for working sessions with students to help develop and refine phases of their design proposals, integrating research from conceptual design, code review, and schematic design and synthesizing into design proposals. This process also prepares students to take the technical base of the A.A.S. program into professional practice or additional study, blending it with the conceptual and technical expectations in the remainder of the B.Arch curriculum.

Year Three

The students are brought into greater understanding of design synthesis even beyond the studio curriculum. In [ARCH3120 2D Rendering](#), students are led through questions of representation and graphic layout with a goal of synthesizing project objectives through visual media. It adds to students' understanding of the concept of synthesis: the idea that multiple considerations can add to overall richness, rather than attempting to optimize for one component at the expense of all others. A lecture on diagramming specifically calls attention to the value of layering up a drawing or graphic to add as much richness as possible without overcomplicating. The class concludes by incorporating these techniques into their current studio projects.

In the studio [ARCH3210 Program & Society](#), students conduct a large body of research at the beginning of the semester that involves site analysis and research into the urban context through site visits, all of it documented in diagrams, sketches, digital modeling, and physical models. They use mind-mapping techniques to craft building programs for different end-user demographics based on their requirements, and spatialize these programs based on site conditions and measurable environmental impacts. For example, some students studied air quality as a key design driver for their program, with site development that included a planting design and specifications to help mitigate the problem of outdoor air quality. The students each had unique design drivers, but the principal expectation was the same: that they premised their spatialization of the program on a consideration of the myriad requirements of the project and of its inhabitation.

Year Four

The fourth year increases the array of design considerations to be more inclusive of culture and history. In [ARCH4204 Studio 8 Abroad/Design Build](#), faculty introduce students to the importance of design research in relationship to culture. For instance, in the Spring semester of 2021, Studio 8 explored the public bath as a space for connection, healing, contemplation, and cultural exchange, interrogating the context and spaces of contemporary communal bathing culture through multiple modes of inquiry, analysis, and design. The studio aimed to understand and exercise different spatial organizations and user requirements in relationship to diverse cultural bathing typologies: the Finnish Sauna, Turkish Hammam, Japanese Sento, and Korean Jimjilbang. The students were required to respond to natural elements of the site such as topography, light, vegetation, river level, and seasonal flooding. The students learned the value of designing a user experience in relationship to an elemental program.

In Spring 2022, the studio began with a cultural education about the history of environmental activism with a focus on the anti-pipeline movement; the US decolonization movement; Indigenous leadership in environmental and social justice, and Indigenous building methods. From this educational foundation, students then analyze and develop contemporary structures of resistance using digital design and fabrication techniques.

No matter the site and its cultural context, the studio work reconsidered a comprehensive set of design elements, such as: scale, occupancy, accessibility for both fabrication and assembly, collapsibility & portability, cost benefit analysis, carbon footprint, reduction or

elimination of petroleum-based products, and scalability of production. The studio includes the construction of a full-scale prototype halfway through the semester, introducing realities of material, tension, compression, and gravity to the process. The student groups undertook an intensive physical prototyping process; their projects explored cut/fold flatpack models in sheet steel or CNC routed wood reciprocal frame connections inspired by Kumiki Japanese joinery. Students were charged with presenting, defending, and justifying the decisions and trade-offs made in their final design, and the Spring 2022 final review included Indigenous sovereignty advocates and stakeholders among the critics.

Year Five

The final B.Arch year is anchored by a two-semester studio sequence leading toward a fully realized and broadly responsive building design. In the first semester, [ARCH5104 Studio 9 Comprehensive I](#) integrates prior learning into a project, working in tandem with a site and design problem brought forth by a real partner-client. Students establish a working methodology that stems from the professional design process. The course features four formative exercises focused on the site's history and context, programming response to partner-client goals, building response to climate and context, and strategies for representation. Each exercise has a multi-week arc of research, analysis, and synthesis as well as an iterative modeling or drawing exercise aimed at applying new knowledge through making, analog, and digital mediums. With each exercise, students are required to consider the regulatory, cultural, and environmental considerations from previous coursework and synthesize them with the additional information and feedback they are receiving from site exploration and partner-client interaction.

The studio work is evaluated through two summative presentations of the proposal's progress at mid-term and term-end with feedback from faculty, partner-clients, professional mentors, and working practitioners.

In their final semester, [ARCH5202 Studio 10 Comprehensive II](#) builds previous student learning into a comprehensive studio project that engages a real partner-client. Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. To clarify for students, this criteria was translated into:

Application and Technical Documentation of:

- *Systems + Environmental Stewardship (in green)*
- *Structure + Assemblies + Building Envelope (in blue)*
- *Life Safety + Accessibility + Site Conditions (in yellow)*

Green represents what students commonly consider sustainable initiatives; blue, the math and science behind building construction; and yellow is a final category for more code-focused topics. To further clarify this criterion, the first ARCH5202 Studio 10 Comprehensive II cohort participated in an exercise to flesh out this language with a document offered to subsequent cohorts as "Opportunities for Evidence," in which each of the color-coded categories have a list of possible places in a building or site the category may be addressed. This list was then re-sorted by drawing type to further demystify this process for students. The list is not comprehensive, and the students are prompted to pursue each category on the terms of their own projects. The result is a culminating studio which puts the onus of choice



and focus on the students to demonstrate the summative application of their design knowledge and skill applied in situ to a real partner-client project.

Faculty emphasize that these pieces of evidence should A) reference the agendas of their project, B) be demonstrated at all scales of documentation (drawing and modeling), and C) remain in concert with their context and site research.

SELF-ASSESSMENT – SC.5

The Architecture program is proud of the instruction for students on accessibility, universal design, and regulatory requirements, and how students increasingly integrate these into their work. From the second year onward, the program offers design experiences that require students to conduct research into site conditions and user needs, and include real clients as course participants, faculty always pursue a robust iterative process, incorporating a full loop back to client needs and research with each pass through a design's growth. Site is a major component of each studio course and reflects the synthesis of lecture and seminar content into the design studio proposals. Diverse user needs are also at the heart of each studio prompt in the later studios. For instance, in years one and two, students are asked to incorporate accessibility into their projects as one of a few parts of the assignment. By years three through five, faculty change the scale of the expectations of students, expecting them to incorporate accessibility into their designs; students are expected to provide an understanding of accessibility, such as vertical circulation, accessible parking, curb cutouts, and accessible routes.

When considering what more could be done, the program sees opportunities for increased data-centered testing, including sun/shadow studies, lighting, thermal analysis, calculations on soils, runoff, retention, and cost estimation. The program is considering the coursework in years three through five to determine how faculty can reinforce earlier technical and representation learning, especially for those students who are transferring into the program.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

By focusing the early lecture and seminar courses on technical vocabulary and expanding upon those skills through studio courses along the way, students are given plenty of space to demonstrate their technical acuity. Technical knowledge is also applied outside the bounds of the building itself to incorporate larger, building-adjacent elements of the connection to site including siting and stormwater considerations, neighborhood streetscape, questions of safety and lighting, and contextual fabric of the project in the built environment. All of these have an impact on decisions within the project; faculty expect that students in the A.A.S. years will consider and include these issues, and then offer new vocabulary, new techniques, and explicit integration expectations throughout the remainder of the studio sequence.

The studios in the first two years provide explicit criteria such as building code, structural, and accessibility requirements for students to directly incorporate into their studio work. In the B.Arch however, students begin in year three to transition from the scale of a building, to begin considering how context of their (often urban) site influences values and decisions.



By year four, students expand their concept of context from descriptive to include a richer definition that includes critical seeking, research, and making. Design decisions respond to first-hand, gathered evidence and engage in a non-abstract, material way through the iterative fabrication of physical prototyping.

In the final B.Arch year, students must apply all the above criteria alongside ever-emerging criteria from their partner-clients. Students realize that building systems and service systems are what make the building safe and habitable and these expectations are explored in the project. Guest professionals from the fields of structural engineering, code compliance, and landscape architecture engage with students at desk critiques helping them develop their responses to life safety and regulatory needs

WITHIN THE CURRICULUM

Year One

In [ARCH1211 Construction Drawings](#), students encounter the Brunfield mixed use project, an AIA award winning building in the North Loop district of Minneapolis. Students analyze the organization of the uses and circulation of the building modeling it in SketchUp; then, by using the construction documents of the project, create the building in Revit. When the model is complete, students select a use and design a tenant fit out for a two-story glass enclosed retail space on the main floor of the project. The space is challenging due to structural braces and a stair occupying the center of the space. Students analyze the space for solar, views, access, and traffic. They then develop a program for their use, review precedent, create bubble diagrams, circulation plans, and a concept plan for space. The project must incorporate accessibility, egress requirements, lighting, and a mechanical concept.

Projects are assessed based on plan organization, accuracy of the existing building model, character of the space and graphic quality. Students often remark that they are amazed at their growth in software, technical knowledge and design abilities at the completion of this course.

Year Two

The second year begins with [ARCH2102 Studio 3 Design Development](#), starting with a warmup of drawing plans, sections, elevations and details of footing, foundation/floor and roof/eave details for a small house. In prior years this exercise served as an instruction for AutoCAD, the development of 2D documents, and the affirmation of knowledge of residential technology. This last year, the project was done in Revit as a warmup for the major studio project with the same emphasis on residential technology. Students draft a small house designed by the instructor focusing on residential standards for envelope enclosure systems, stair design, as well as framing, naming, and dimension conventions. That house is used as a plan for the [ARCH2104 Building Service Systems](#) assignments.

ARCH2101 Studio 3 Design Development then moves on to the renovation or replacement of a nearby fire station. The students meet with the Fire Marshall on site and review the existing functions and needs. The students perform code reviews for occupancy separation, allowable area, and exiting. They assure compliance with accessibility, develop and document a concept envelope, structural system, mechanical system, lighting plan, and schedules. Mechanical plans consist of concept ductwork layouts. Mechanical and electrical plans locate significant elements such as cooling equipment and transformers. Equipment rooms are incorporated in the plan.



Students select materials and systems suitable for the differing internal environments considering durability and appearance. The exterior materials and colors are selected to express building form and the values of the community.

Final presentations take place before a panel of professional and client jurors. Projects are graded based on plan organization, code compliance, systems, and appearance that reflects community values.

That semester also features [ARCH2104 Building Service Systems](#), a lecture course that studies the building systems supporting the health and safety of the building occupants. It begins with a comprehensive series on plumbing, electrical, conveyance, hardware, and acoustic systems.

Assessment for plumbing is made developing a plumbing plan and riser diagrams for the small house drafted as a warmup in [ARCH2102 Studio 3 Design Development](#). Assessment for electrical systems is made by preparing an electrical plan for that small house. Students locate building service, power distribution, GFCI locations, lighting control and fixture type selection as appropriate for the character of the space. Assessment is made for acoustic systems by researching floor and ceiling assemblies through UL and Gypsum Association testing reports and sketching a system to provide sound transmission mitigation in that small house.

The final A.A.S. semester is anchored by [ARCH2202 Studio 4](#), which focuses on the development of a building proposal for a mixed-use institutional project. This studio is a student's first opportunity to develop their project within the standard AIA design process. Students complete precedent research of existing student housing and mixed-use projects analyzing materials, program, response to climate, and integration into campuses. Utilizing this information, they begin to produce a program and conceptual diagram for their building and conduct a preliminary code review addressing occupancy and construction type, accessibility, and egress. Throughout concept, code review, and schematic design, architecture professionals join the studio to conduct formative, small-group workshop sessions addressing the integration of structure, envelope, building systems, and life safety into student projects.

Assessment for ARCH2202 Studio 4 consists of a summative final verbal and visual presentation of work as well as a design document set that addresses building envelope, structure, building systems, and life safety that may include sections, details, diagrams, and precedent analysis.

Year Three

The [ARCH3240 Material Studies](#) course studies materials used in buildings—foundations, frame, enclosure and interior applications. Each material is considered relative to its environmental impact, durability, constructability, appearance, and thermal properties, offering a sound technical basis for selection in building design. Examples are given of where the materials are appropriate, where they fail and why they are appropriate for each use.

A core project of the course asks students to select a building they find interesting in terms of compelling use of materials, and to write a paper that integrates the elegance and grace of the built environment with the technical rationale behind specific material uses.

Year Four

This year features the traditional [ARCH4103 Structures](#) course, focusing on construction types and structural systems. The course requires students to understand load paths through buildings. Live and dead load analysis is done on their current studio projects, but alternate seismic and wind scenarios are also studied.

The coursework also spends substantial time on the most common connection types between similar and dissimilar structural materials. Students study how structural plans are determined and learn that design cannot be separated from materials and construction.

Year Five

The focus in the culminating [ARCH5202 Studio 10 Comprehensive II](#) is on the expression of individual project agendas, at multiple scales of representation, through the application and technical documentation of building criteria.

Early in the semester students perform a large format two-point section perspective by hand over two weeks. This is crucial at this moment to help get them out of the computer, slow down their thought process, but most importantly to demonstrate how design comes from the answering of questions and understanding the best processes. Frequently, about a quarter of the students forget entirely about structure and space for HVAC, natural and electric lighting, and fire suppression systems on their first pass of this drawing. The use of a section perspective requires students to grapple with experiential concerns at the same time as pragmatic concerns, and they soon recognize the two must be considered simultaneously. The class then has a much more productive discussion on their wall sections as many of their agendas have been manifested in the section perspective. The only prescriptive drawings in the entire semester are this hand-drawn section perspective, the wall section, and a reflected ceiling plan; students are responsible for choosing the other array of representations that express their design intentions and their technical capacities.

SELF-ASSESSMENT – SC.6

As the department has reorganized the curriculum, two technical lecture courses moved from the second year into the first, allowing students to inform the vocabulary that they can investigate and apply from the second year onward. The building codes course has moved to the second year, helping students read building documentation with an eye toward required compliance. Addressing environment and assembly early in students' learning allows integration of subsequent studios, absorbing building technology at the same time as graphic technology. Faculty set the curriculum so that the following semester's studio references prior learning and expects its application. This helps solidify learning and provide traction from idea to application.

Structural analysis is addressed in years three and four, and students are increasingly expected to be able to apply that technical knowledge in studios. The studio projects are within the technical education students have received up until that point, allowing them to demonstrate and apply their knowledge. In year three, students learn structural grid and code research/analysis, while year four looks at affordable housing, retrofitting housing, and building on highly-regulated state or city land. One example of this was the ARCH4204 Studio 8 – Abroad/Design Build project that focused on public baths, requiring students to consider both the structure and cultural traditions.

The new curriculum addresses the desire for the program to use the ninth-semester **ARCH5110 Integrative Design** studio to integrate design technology more pointedly with design conceptualization. This studio will take concept-level design work from a project that students have worked on in the previous year, and further develop its technical ramifications. The studio in the subsequent and final semester, **ARCH5210 Thesis**, is a re-design and extrapolation of the previous work, rather than the earlier model of a year-long thesis project. This is a shift from the year-long thesis model that moved from concept-level design work to fully integrated. This new integrated studio model in semester 9 also frees up the final 'thesis'



semester to be more fully focused on individual students' interests, whether technical or otherwise.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

Dunwoody College of Technology has been continuously accredited as an institution of higher education by the Higher Learning Commission (HLC) since August 7, 1998. The PDF of the original letter is available from the HLC at <https://www.hlcommission.org/download/BoardActionLetters/2099%2020150513%20Reaffirmation%20Review%20AQIP%20-%20Action%20Letter.pdf>, but the text of the most recent affirmation letter is as follows:

September 20, 2018

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 September 17, 2018. The date of this action constitutes the effective date of the institution's new status with HLC.

Action. IAC voted to extend the reaffirmation date for accreditation to 2023-2024 for Dunwoody College of Technology. All future required accrediting pathway activities will be aligned with the new reaffirmation date.

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/Accreditation/institutional-status-and-requirements-report.html>.

Within the next 30 days, HLC will also publish information about this action on its website at <http://www.hlcommission.org/Student-Resources/recent-actions.html>.

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

Sincerely,



Barbara Gellman-Danley President

The next institutional accreditation reaffirmation will occur during the 2023-2024 academic year. In addition, the HLC affirmed in October 2020 that Dunwoody has been approved to offer distance education courses and programs.

Along with College accreditation through the HLC and architecture program accreditation through NAAB, several of the College's other degree programs are professionally or academically accredited as well:

- Bachelor of Science in Interior Design (CIDA)
- Bachelor of Science in Industrial Engineering Technology (ABET)
- Associate of Applied Science in Automotive Service Technology, and Associate of Applied Science in Automotive Collision Repair & Refinishing (ASE)
- Associate of Applied Science in HVAC Installation & Residential Service, and Associate of Applied Science in HVACR Systems Servicing (HVAC Excellence/ESCO)
- Associate of Applied Science in Radiologic Technology (JRCERT)
- Associate of Applied Science in Electrical Construction & Maintenance (MN Department of Labor and Industry)
- Associate of Applied Science in Machine Tool Technology is closely aligned with standards set forth by National Institute of Metalworking Skills (NIMS)

Dunwoody College of Technology is registered with the [Minnesota Office of Higher Education](#) pursuant to Minnesota Statutes sections 136A.61 to 136A.71.

4.2 Professional Degrees and Curriculum

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

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The list of mandatory “technical requirements” courses that all students must take for years one and two (the Associate of Applied Science in Architectural Drafting and Design) is clearly labeled in the catalog at <https://catalog.dunwoody.edu/catalog-student-handbook/academic->



[programs/construction-sciences-building-technology/architectural-drafting-design-arch-aas/#degreerequirementstext](#) . The mandatory “technical requirements” courses that all students must take for years three through five (the culmination of the Bachelor of Architecture) is likewise clearly labeled in the catalog at <https://catalog.dunwoody.edu/catalog-student-handbook/academic-programs/construction-sciences-building-technology/architecture-barch-bachelor-architecture/#degreerequirementstext> . They are also enumerated below in Section 4.2.4.

All of the courses listed in the *Course x Criteria* matrix to satisfy Program Criteria 1-8 and Student Criteria 1-6 are part of the technical requirement course array, taken by every student.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution’s baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants’ prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

Dunwoody’s regional accrediting body, the Higher Learning Commission, states in its Criteria for Accreditation (effective September 1, 2020) the following criteria for General Education:

Criterion 3.B.1— *The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.*

Criterion 3.B.2— *The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*

The HLC has set no specific number of hours required for general education. However, the State regulatory body, the Minnesota Office of Higher Education, has committed to the following standards and framework for general education. The Associate of Applied Science requires 15 semester credit hours of general education, arrayed as three credit hours within each of four curricular areas: Communications, Natural Science/Mathematics, Social Science, and Humanities/Arts, with the fifth course chosen by the student from any one of those four areas. Dunwoody follows this model for the majority of its Associate of Applied



Science degree programs; some programs require additional general education courses due to career preparation or specialized accreditation.

Baccalaureate degrees add the requirement for an additional 15 semester credit hours of general education, arrayed as three credit hours within each of four curricular areas: Communication, Natural Sciences/Mathematics, Social Science, and Humanities/Arts, leaving the fifth course to be an additional course within one of those four areas.

The general education program is overseen by Dean of Instruction Bridget Reynolds, and course offerings can be seen at <https://dunwoody.edu/academics/arts-sciences/>. The courses in mathematics and sciences in particular are overseen by Math & Science Director Tom Finnegan.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Because of the College's long history in offering two-year degrees, the department is fully immersed in the research work around the "guided pathways" student support model. Guided Pathways strategies have been demonstrated to help students—especially students from disadvantaged or first-generation-college families—make sense of and make progress through the array of possibilities presented by higher education.¹ As the [Community College Research Center](#) puts it:

While colleges and other social institutions need to make many changes to address inequities in educational access and attainment, the central equity focus of guided pathways is ensuring that students who have been poorly served by our education system are supported to explore their interests, gain confidence as college learners, connect with academic and career communities, and plan and complete a high-opportunity program—one that enables them to secure a good job or transfer to a four-year college in a field of interest upon completion—as efficiently and affordably as possible. (Jenkins, Lahr & Mazzariello, 2021, p.3)

The guided pathways model has several components: targeted onboarding of new students, early entry of students into clear curricular/career paths, ongoing and individual student advising, the construction of easily legible curricular maps, and the development and nurturing of academic and career communities. The Dunwoody Architecture curricular model, for both the A.A.S. degree and the professional B.Arch degree, is strongly informed by these

¹ See, for instance, Jenkins, Davis, Lahr, Hana, and Mazzariello, Amy. (2021, September.) *How to Achieve More Equitable Community College Student Outcomes: Lessons from Six Years of CCRC Research on Guided Pathways*. New York: Community College Research Center, Teachers College, Columbia University.



intentions. Prospective students are introduced to career preparation from their earliest pre-enrollment contact with the College, and individual students are advised by individual faculty members at the end of each semester as they prepare for the next semester's enrollment. The two-year and five-year paths through the program are clearly and tightly designed. The College's interests in students' timely progress and their development of a professional community has led to a strongly cohort-based model, in which one group of students makes their way (to every practical extent) through the curriculum together as a known and cohesive community.

In addition, the Dunwoody College of Technology "brand" for over a hundred years has been, and remains, technical career capacity. Unlike a traditional liberal arts college, Dunwoody has developed a curricular model in which students will know, within their first two years, many of the daily professional tools and practices that will make them productive members of a design firm. There are few other B.Arch programs that ensure that students have done detailed cost estimation, zoning code analysis, and the supervision of subcontractor pay orders. That professional capability is the program's "optional study" area, the option that students have chosen when they decide that Dunwoody offers them the best leg up into professional life.

With that said, the Architecture program works to ensure within many of the courses that students have the ability to choose and execute projects that are based on their increasingly sophisticated personal interests.

ARCH1141 The Profession focuses on introducing students to the profession of being an architect, along with the AIA Code of Ethics and NCARB Code of Conduct. Students get to choose a standard within a canon to write an essay on, demonstrating their understanding of the AIA Code of Ethics and/or the NCARB Code of Conduct.

ARCH1211 Studio 2 asks that students select a tenant for their design portion of the studio. Students are to determine a tenant that is appropriate for the space, the building, its tenants, and the neighborhood.

ARCH2111 Studio 3 has students determine whether their project will be an addition/remodel of the existing building or a teardown/new building. Students must support their decision and determine the work of each team member to successfully complete the project.

ARCH2103 Project Management discusses the roles of the stakeholders of a project. The roles within the firm of Principal in Charge, Project Manager, Project Architect, Design Architect, Job Captain, Drafter and Specifier are discussed. Additional roles of consultants/specialists are discussed, such as Interior Design, Acoustical, Civil, Structural, Mechanical, or Electrical specialists, plus the role of Owners, Users, Facility Managers, Regulators, and the Community. Students work in teams and must determine a structure for the workload to successfully complete the project.

ARCH3130 Early Global History of Architecture and ARCH3230 Late Global History of Architecture provides the students with eight different regions of the world, and students are allowed to choose which region they would like to study.

ARCH4102 Studio 7 Interdisciplinary provides students with three different scales of projects, allowing students to choose what they wish to do.

ARCH4203 Culture allows students to frame their own research project by selecting the location that they want to study.



ARCH5104 Studio 9 Comprehensive I and ARCH5202 Studio 10 Comprehensive II have students work on a project throughout two semesters. For this project, students are allowed to select their own projects, the delivery method, and both scope and scale of the project.

In the future, there is an intention to develop cross-program electives to provide support for all three programs within the School of Design. These electives will provide cross-program collaboration and create a broader array of options for all students within the School of Design.

Likewise, with the department's professional networking events and in-class investigations of design firms, faculty help the students understand that "a job in architecture" can take innumerable forms, at innumerable kinds of firms in any number of locations. The program's interests in optional studies goes beyond the curriculum and into the profession—faculty help students know themselves well enough to know what kind of professional setting would use their best skills, their social commitments, and their desires to grow. In the 2022-2023 academic year, the program has developed a partnership with [FXCollaborative](#) on a mentoring program for students in the School of Design to help support student growth.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

The Architecture program at Dunwoody offers two degree programs: the Associate of Applied Science in Architectural Drafting and Design, and the NAAB-accredited Bachelor of Architecture. The Architecture program's institutional home, the School of Design, also offers an Associate of Applied Science in Graphic Design and Production, and a CIDA-accredited Bachelor of Science in Interior Design.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:



The Dunwoody B.Arch degree consists of 150 total semester credit hours, distributed across five years (ten semesters), arrayed as a 2+3 model of associate's degree (two years, 60 credits) and B.Arch degree (three further years, 90 further credits). This allows transfer flexibility, allows students to productively enter the profession after two years as a career decision, or allows students to work productively within the profession and develop their experience requirements while they continue toward their B.Arch.

The first two years, leading to the Associate of Applied Science in Architectural Drafting and Design degree, comprises 60 total semester credit hours, including 15 credits of general studies which fulfill the Minnesota Office of Higher Education requirements discussed previously in APR Section 4.2.2, and 45 credits of professional studies as follows:

- ARCH1111 Architectural Drawing (5 credits)
- ARCH1121 The Site (3 credits)
- ARCH1131 Building Systems (3 credits)
- ARCH1141 The Profession (1 credit)
- ARCH1211 Construction Drawings (5 credits)
- ARCH1221 Building Details (3 credits)
- ARCH1231 Building & the Environment (3 credits)
- ARCH2111 Construction Documents (5 credits)
- ARCH2122 Building Materials (3 credits)
- ARCH2131 Building Regulations (3 credits)
- ARCH2211 Capstone (5 credits)
- ARCH2221 Portfolio (3 credits)
- ARCH2231 Building Economics (3 credits)

The third through fifth years, leading to the Bachelor of Architecture degree, comprises an additional 90 total semester credit hours, including an additional 15 credits of general studies arrayed similarly to those of the A.A.S., and an additional 75 credits of professional studies as follows:

- ARCH3110 City & Site (5 credits)
- ARCH3120 2D Rendering (3 credits)
- ARCH3130 Early Global History of Architecture (3 credits)
- ARCH3140 Landscape (1 credit)
- ARCH3210 Program and Society (5 credits)
- ARCH3220 2D Fabrication (3 credits)
- ARCH3230 Late Global History of Architecture (3 credits)
- ARCH3240 Material Studies (1 credit)
- ARCH4110 Research & Culture (5 credits)
- ARCH4120 3D Fabrication (3 credits)
- ARCH4130 Globalization & the Vernacular (3 credits)



- ARCH4140 Urbanism (1 credit)
- ARCH4210 Fabrication (5 credits)
- ARCH4220 Moving Image & Animation (3 credits)
- ARCH4230 Metropolis & Activism (3 credits)
- ARCH4240 Parametric Design (1 credit)
- ARCH5110 Integrative Design (5 credits)
- ARCH5120 Thesis Preparation (3 credits)
- ARCH5130 Systems & Envelope (3 credits)
- ARCH5140 Entrepreneurship (1 credit)
- ARCH5210 Thesis (8 credits)
- ARCH5220 Professional Practice (3 credits)
- ARCH5230 Structures (3 credits)
- ARCH 5240 Architectural Writing (1 credit)

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

Dunwoody College of Technology does not offer the Master of Architecture degree.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Dunwoody College of Technology does not offer the Doctor of Architecture degree.

4.3 Evaluation of Preparatory Education



The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

All incoming students have their transfer credits evaluated by the Registrar's Office using consistent, documented procedures for all students. Students' transcripts are reviewed to confirm they have completed at least 45 technical credits as part of the A.A.S. in Architectural Studies (or equivalent); they are then granted a block transfer of 45 technical credits. (A full list of the articulation agreements is shown in Section 4.3.3.) Students who have not met this requirement are sent to the program specialist for review on an individual basis to confirm if students can use their coursework for a block transfer. If any student has less than 45 technical credits, the program specialist, in collaboration with the program director, determines which Dunwoody courses need to be completed from the lower division coursework to make up the difference. If a student does not receive credit for a course that they believe should have transferred, they can appeal the transfer credit. Appeal requests start with the Registrar's Office requesting a syllabus for the course, and they work with the program specialist and the program director to confirm transferability.

Prior to admission to the program, students also have the opportunity to have a pre-evaluation of their credits processed by the Registrar's Office. This is an unofficial evaluation of their credits, but helps give students an idea of what will transfer in. Students are informed that this evaluation is unofficial and dependent upon receipt of an official transcript confirming their completed credits. This pre-evaluation allows students to make an informed decision about either A.A.S. or the B.Arch program with a clear understanding of what will or will not transfer in to meet the requirements.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

Program Response:

The program ensures that students meet the NAAB criteria in years three through five as they complete the B.Arch degree. A portfolio of completed work is not required for students for admission purposes, as it can be a barrier to entry for students. Instead, transfer students have their completed A.A.S. degrees evaluated to ensure the admissions requirements are met, and as students complete the B.Arch coursework, they meet the required NAAB criteria.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

Transfer credits for students with associate degrees in Architecture from other institutions who enter into year three are most often processed as a block transfer into the program. The technical credits are reviewed as part of the A.A.S. degree and transferred in as one block of 45 technical credits if the A.A.S. degree is in Architectural Studies (or equivalent), as described above. This block transfer is done for schools that have a documented articulation agreement, as well as schools that do not, if the degree meets the requirements.

Dunwoody does a very thoughtful setup of articulation agreements to maintain credibility through individual meetings with community and technical colleges. Schools are identified for articulation agreements by the Provost's office in conjunction with the dean. The dean will reach out to the other school and if there is interest, schedule a meeting between the dean, the program specialist, and the representative from the other school. After discussing the potential articulation agreement, if both schools wish to move forward, the program specialist will draft an articulation agreement, including a draft transfer evaluation. This is sent to the Registrar's Office for review. Once approved by the Registrar's Office, the dean or program specialist will send the draft agreement to the other school. After reviewing and completing any editing, once approved by both parties, the articulation agreement is signed by the Provost and the equivalent from the other school. If the review of the school's curriculum determines that there is a gap in lower division transfer credits that doesn't meet the requirement for transfer into the B.Arch, the program specialist and program director will determine which courses would be required for students to take to meet the missing requirements. COVID allowed administrators to develop deeper virtual connections to schools that didn't occur prior to the pandemic. Additionally, the online program allowed the Architecture program to expand considerations for articulation agreements to schools in other areas of the country, while still ensuring the programs are appropriate for a formalized articulation agreement. The College currently has articulation agreements for the B.Arch degree with the following schools:

- Des Moines Area Community College (Iowa)
- Lewis & Clark Community College (Illinois)
- North Dakota State College of Science (North Dakota)
- Sinclair Community College (Ohio)

Students are informed of the number of transfer credits they receive when they enter the B.Arch program. This can be done as part of a pre-evaluation process (completed prior to admission into the program), and/or when they receive their official transfer credit evaluation form from the Registrar's Office, after they're admitted to the program. Students are advised to reach out if they have questions on the evaluation, and many students will connect with either the admissions counselor or the Registrar's Office staff upon receipt of the evaluation to discuss the evaluation in more detail.

As part of their enrollment at Dunwoody, students and their advisors complete an academic plan that lays out the specific coursework of each semester to degree completion. This gives



students clarity about which courses come next, as well as a view of the overall trajectory and its expected duration. Near the end of each semester, individual students meet with their faculty advisors to begin the process of registering for the next semester's courses; this is a further opportunity for students to confirm, or to amend, their academic plan.



5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

The promotion of Dunwoody's mission and oversight of fiscal responsibility lie with the Board of Trustees. The Board is currently chaired by Mark G. Sherry, Executive Vice President of M. A. Mortenson. Mortenson, one of America's largest construction management firms, is headquartered in Minneapolis, and the firm has a long history of support for the work of Dunwoody. (The firm's founder, Mauritz (Mort) Mortenson, himself graduated from Dunwoody in 1925.)

The daily operations of Dunwoody have been led since 2009 by President Rich J. Wagner, PhD. President Wagner holds a doctorate in educational policy and administration from the University of Minnesota; an MBA from the Crummer Graduate School of Business at Rollins College in Winter Park, FL; and a Bachelor of Science from the State University of New York in Albany. Before accepting the presidency, Dr. Wagner served as a Dunwoody faculty member, program director, dean and Provost, together accounting for over twenty-five years of continuous service to the institution.

Dr. Wagner is supported by an organizational structure with five vice presidents serving as the executive cabinet. They are:

- Human Resources (VP Patricia Edman)
- Administrative Services (VP/CFO Tammy McGee)
- Enrollment Management (VP Cynthia Olson)
- Institutional Advancement (VP Brian Nelson)
- Education (Provost Scott Stallman)

Dunwoody's Education programs are divided into eight disciplinary or professional schools; together, they offer twenty-four Associates' degree programs, twelve Bachelors' degree programs, and eight certificate programs.

The Architecture program resides within the School of Design. This school offers the following degree programs:

- Architecture—Architectural Drafting and Design (A.A.S.) and Architecture (B.Arch)
- Graphic Design and Production (A.A.S.)
- Interior Design (B.S.)

All of these degree programs are led by Korrin Howard, Director of the School of Design. Korrin has worked at Dunwoody for 5 years, with 19 years of experience in higher education. She has a B.S. in Interior Design, an M.F.A. in Ecological Architecture and an M.F.A. in



Industrial Design and is NCIDQ-certified. (The administrative directory of the institution is at <https://catalog.dunwoody.edu/faculty-administration/#administrationtext>).

The School of Design was launched at the beginning of the 2021-2022 academic year, for two reasons. The first was the need to streamline and balance administrative loads. Architecture and Interior Design had been part of the Construction Sciences & Building Technology (CSBT) department, along with programs in construction management, HVAC, electrical construction, civil engineering and surveying. These programs had collectively grown in enrollment to the point that in the 2020-2021 academic year, CSBT accounted for more than half of the student body. The College wanted to provide a closer community for its students and recognized that the scope of the CSBT department was not conducive to either administrative workload or to student engagement and belonging.

At the same time, the College's program in Graphic Design & Production had originally come from a technological rather than a studio design conception and had been co-located with the Radiology program. As the Architecture and the Interior Design programs moved to full baccalaureate status, they have increased their focus on students' design development along with their technical capacity. Bringing Graphic Design & Production into partnership allowed the School of Design to build a conceptual synergy across these highly visual fields.

The Dean of the School of Design, Trevor Bullen, AIA, NOMA, is working closely with the Provost and the Dean of Instruction to develop a strategic plan for the School of Design to increase collaborations across design disciplines, and to increase enrollment through growth of existing programs rather than expansion into new disciplines. The availability of the B.Arch through online coursework is part of that enrollment strategy, allowing years three through five of the B.Arch program to augment work that students have done elsewhere during their first two years. This strategy builds on the College's experience of moving students from the A.A.S. degree program in architectural drafting and design into years three through five of the B.Arch; the Architecture program is building that path for students who began their academic careers at other two-year programs, without the need for them to relocate to the Twin Cities.

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Historically, Dunwoody has drawn its faculty from daily practitioners in technological and mechanical fields, and the College has developed a management and labor structure more closely related to professional than to academic institutions. The full-time faculty are twelve-month employees whose responsibilities are student instruction and advising, as organized and overseen by program directors. In addition, Dunwoody employs a number of part-time faculty, most of them practicing professionals within their fields; their responsibilities are entirely within student instruction.

There are many ways in which faculty, staff and students all participate in the broad, overarching strategic direction of the College. The development of the Vision 2026 Strategic Plan had opportunities for whole-community input, as does the current comprehensive facilities plan, in which faculty, staff and students are influencing the programming decisions behind the development and allocation of campus spaces. In addition, the standing Diversity, Equity and Inclusion committee comprises employees at all organizational levels, from executive to faculty to staff.



Students can influence program actions through the [Student Advisory Board](#). This is newly implemented under the vision of the School of Design. The board includes students from each of the five years in Architecture to help the administration gain a better understanding of the student experience on campus and make improvements. As an example, students expressed a desire to work across disciplines. As a result, the department is creating a shared workspace within the School of Design, where students can collaborate. Historically, students have had shared governance through the [Student Government Association \(SGA\) and Student Leadership Council \(SLC\)](#). These opportunities have given students a voice in the activities, policies, and student organizations on campus. In 2021, there was a drop in participation within the SGA, while students were still participating in other student organizations specific to their curriculum, such as AIA, CSI, WIA, and NOMAS that are supported by faculty advisors. A pause was put on the SGA with the goal of bringing participation levels back up, after taking time to collaborate with the students to determine what they want the future of SGA and SLC to include. Dunwoody wants students to have a voice in their own organizations, and during the 2022-2023 academic year, the Student Affairs team will be working together with students to reframe SGA and SLC into an organization that is meeting the needs of both the students and the College.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The proposed renewal of accreditation of the Dunwoody B.Arch program is part of an extensive oversight of the institution's academic programs. Ten disciplinary or professional accrediting bodies are responsible for the accreditation of sixteen of Dunwoody's academic programs, with review cycles ranging from four to eight years. In addition, the institution as a whole has been continuously accredited by the Higher Learning Commission (HLC) since 1998. The College's most recent reaffirmation took place in the 2014-2015 academic year, with the next accreditation cycle conducted during the 2023-2024 academic year.

Dunwoody develops its strategic plans in five-year tranches which are refreshed yearly. The five-year plan is developed with the help of an external consultant and, while the process varies slightly, it utilizes key college stakeholders, examines the external and internal environments, uses a SWOT analysis, uses a Strategic Planning Committee with stakeholders from across the college, and engages all the college's internal and external stakeholders including the Board of Trustees and alumni. The timeline for the process is extensive.

The output of this process is a strategy map that defines the vision, strategic goals, stakeholder focus, process, organizational capacity, and metrics associated with goals. Once the College develops the draft plan it is presented to the Board of Trustees for approval. Once the Board of Trustees approves the plan it becomes the driving force for the next five years. Typically, at year four on the existing plan, a consulting group is engaged to develop the next iteration of the long-term plan.



The current strategic plan was developed with the help of The Prouty Project (for more information see <https://proutyproject.com/work/strategic-planning/>)

There were seven annual goals set for the 2020-2021 academic year:

Goal	Outcomes
Solidify information technology security infrastructure, including workflow process	<ul style="list-style-type: none"> • Addressed all critical items identified in an independent risk assessment • Stabilized staffing with increased skills • Enhanced cyber insurance coverage
Identify and implement one new strategic partnership	<ul style="list-style-type: none"> • Expanding partnership with Beckhoff Automation and the School of Engineering (SOE)
Achieve retention goals for Academic Year 2020/2021	<ul style="list-style-type: none"> • Achieved fall 2020 in semester retention goal of 96% and missed spring 2021 goal of 96% by 2 students
Implement marketing plan and set inquiry goals for Spring 2021 and Fall 2021	<ul style="list-style-type: none"> • Enrollment goals met by making several small pivots throughout the year
Research, identify and implement one high quality online program	<ul style="list-style-type: none"> • Online campus includes Business Management, Bachelor of Architecture, Construction Management, Computer Networking Systems, and Web Programming & Database Development
Develop plan that outlines present and future use of scholarships	<ul style="list-style-type: none"> • Awarded \$3M in scholarships that supported key strategic initiatives while keeping a broad focus • One of every three students receives an award
Leverage Dunwoody's mission to help solve the racial and economic inequities in the Twin Cities community	<ul style="list-style-type: none"> • Pathways to Careers program began • Executive Director of Community Partnerships was hired • DEI Committee created • Employees participated in an Equimetrix survey of attitudes and work patterns

Building upon those successes, the planning goals for 2021-2022 are as follows:

- To successfully execute the initial online cohort of B.Arch and B.S. Construction Management
- To achieve ABET accreditation in Mechanical Engineering



- To implement a marketing plan aimed at enrollment goals for F22 and S23
- To raise \$20M toward a five-year, \$75M fundraising goal
- To implement a strategy supported by data to identify high risk students, and to create programs that improve retention rates from fall to spring by 2%, with the greatest gains among students in the highest risk categories.
- To complete the first year of the Diversity, Equity and Inclusion Strategic Plan
- To develop and implement a sustainable information security program, including an independent biannual risk assessment, ongoing mitigation, and quarterly progress reporting.

Management System

Execution of the strategic plan is essential for the long-term success of the College. Aligning the organization around these goals and making critical resource allocations is also necessary. To align the College around the long-term goals, Dunwoody uses a managerial system known as the [Entrepreneurial Operating System](#), also referred to as “Traction.”

Traction helps align the organization through cyclical processes that include the following:

- Two-day annual planning meeting
- In preparation for this meeting the College conducts meetings with its managers and Board of Trustees to gather input.
- The meeting outcomes include validation of the College's strategic goals, development of a three-year plan, the creation of a one-year operating plan with critical metrics identified, and the first set of 90-day goals.
- The offsite is conducted in December to develop input for the budget process for the fiscal year that starts in the following June.
- Upon completion of the annual planning meeting, the three-year plan, one-year plan and goals are presented to the Board of Trustees and all employees.
- Quarterly Meetings
- Review of previous quarter results
- Review of the one-year plan and goals
- Build next quarter goals
- Discuss key issues
- Weekly Scorecard review
- Goal review
- Campus headlines
- Review of to-do-list
- Issue identification and processing

To support Traction implementation, the College uses an external consultant named Michele Krolczyk from Vivid 360. The weekly meeting pulse is utilized by many of the managers across the various functional areas and helps align the College's activities around the strategic plan.

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The most fundamental performance indicators in use at Dunwoody are related to student performance and student success. Because of the College's history in providing two-year programs for students from working-class families, the institution is especially focused on early retention, with annual reporting of Fall-to-Spring retention, and Fall-to-Fall retention. These are examined at the College level, at the program level, and then further disaggregated within the program by gender, ethnicity, family college experience, and financial status (as measured by the Expected Family Contribution or EFC).

The most current iteration of this data within the Architecture program shows:

Fall-to-Spring retention: 83.2% for new students, and 77.9% for returning students. Within this overall outcome, there is:

virtually no variation by gender, about two percent difference across gender for new students and four percent for returning students.

substantial variation by ethnicity: higher retention among white, Hispanic, Asian and international students (all at 82% or above, with white and Asian students both at roughly 90%), lower retention among African American and multiracial students and those students whose ethnicity is unknown (all at 75% and below).

moderate variation by family college history: higher retention among students whose families have no college experience or at least one parent who has attained an associate degree, lower among students whose families have at least one parent with a bachelor's degree (all groups within 80%-90% range for new students, 72-85% for returning students).

moderate variation by family financial status: higher retention among students with EFC's greater than \$3,000, lower retention among students whose EFC was lower (76% retention for new lower-income students, 71% retention for returning lower-income students).

Fall-to-Fall retention: 64.4% for new students, and 51.4% for returning students. Within this overall outcome, there is:

significant and surprising variation by gender: substantially *higher* persistence among new female students than male (73% to 60%), but substantially *lower* persistence among returning female students than male (41% to 56%).

substantial variation by ethnicity: higher retention among white, Hispanic and multiracial students (all at 64% and above), lower among Asian and African American students (all at 50% and below).

moderate variation by family college history: higher retention among students whose families have no or associate-level college experience (69-75%) than for students whose families have baccalaureate college experience (60%).

substantial and surprising variation by family financial status: substantially *higher* retention among new students with EFC's greater than \$3,000 (69%) than below \$3,000 (58%), but substantially *lower* retention of returning students with EFC's greater than \$3,000 (46%) than below \$3,000 (58%).



In addition to course performance and retention, Dunwoody's long history of career preparation leads to steady attention to students' and graduates' positioning in professional workplaces. College-wide, work-placement rates (defined as students at work in their field of study within six months of graduation) has been consistently above 95%, with an average of 13.8 job inquiries per graduate on the [Handshake job-search portal](#). Architecture graduates have launched their careers at an average initial salary of \$45,000, which is roughly the median as reported for the AIA for new architecture graduates in the Twin Cities.

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

The elements of the Dunwoody College of Technology "Vision 2026 Strategic Plan" include the following: Organic Growth, Innovative Growth, Partnership Development and Management, and Technology to Drive Success. The establishment of the Dunwoody School of Design including Architecture, Graphic Design & Production, and Interior Design programs in 2021 speak to each of the aforementioned elements of Vision 2026. Dunwoody leadership has and will continue to invest resources to improve the current program offerings in the School of Design and identify areas for program expansion. By fall of 2025, the College expects the Architecture program to grow by 40%. To realize this vision, the College will have to reach students that previously have not attended Dunwoody. The College will need to attract more students from underrepresented groups in and around the Twin Cities metropolitan area, students in the more rural outreaches of the state, and students from anywhere that want to pursue the online B.Arch program.

College leadership understands that this growth will mean dedicating additional resources in the way of full-time faculty, space, recruiting and outreach, marketing, and equipment. Further, the College recognizes that partnership development and expanding the use of technology will also be essential to achieving this growth. The leadership team is committed to providing the resources necessary for the Architecture program to continue to improve and expand. The following are just a few initiatives that demonstrate the commitment the College has to the School of Design's role in achieving the Vision 2026 goals:

- The Enrollment Management Department has dedicated additional resources to the aforementioned markets.
- Much of the Architecture space has already been renovated and improved to accommodate the current and future growth of the program.
- Additional faculty and staff has been hired.
- Student Affairs has developed additional strategies and mechanisms to serve the increasing number of students who choose Architecture for their path.
- New high performance AV projectors were installed in all classrooms and studios throughout the school. In addition, thirteen 75" mobile television monitors and stands have been purchased for use throughout the SoD.
- Two new 36" wide high-performance plotters have been purchased for exclusive use by SoD.
- The addition of three new administrative positions: Academic Assistant (Yadeliz Feliciano), Program Specialist (Alissa Nystrom), Fabrication Lab (FabLab) Manager (Erin Moren)



- Three additional full-time faculty members were added to the department since the 2019 NAAB accreditation visit.
- Support for SoD in Comprehensive Facilities Plan.

Dunwoody's leadership team is excited about how well the School of Design and specifically the Architecture program reflects the columns of the Vision 2026 plan. The leadership team believes Dean Trevor Bullen, Director Korrin Howard, and the Architecture faculty have the program in a place where growth and student success are imminent and look forward to working with them to improve and expand the Architecture program through Vision 2026.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

The department finds the recent growth in the Architecture program to be a strength, which also creates a challenge for the administration, and requires the program to be nimble and make changes to accommodate growth in the on-campus and online programs. The College's newly revised facilities master plan will help to provide the resources students need to be successful. An additional challenge caused by growth is continuing to find qualified faculty to teach, which can be amplified by a lack of awareness of the accredited B.Arch program in some areas of the profession. The department approaches this challenge by continuing to deepen its connections with the field, strategically creating permeable boundaries between the program and the profession and utilizing current connections to create bench strength in the full-time and adjunct faculty.

The department approaches continuous improvement by maintaining connections with students and utilizing a shared governance model to make improvements. The Architecture program's strength is in the faculty who also advise students directly and see the student as a whole individual, rather than a number on a page. Faculty engage students outside of the classroom with programming, student organization support, and advising. The faculty, staff, and administration maintain a sense of care and duty to the student first, meeting the students where they're at in their journey. The program strategically schedules courses to allow students opportunities to work or complete internships and collect AXP hours towards licensure. Meeting the students' needs can also create a challenge of being too accommodating to students, which provides an opportunity for the School of Design to review and maintain policies and procedures that ensure fairness to all students and maintain the credibility of the program.

The College's strength as a nonprofit organization is that students' tuition funds go directly back to supporting the students. This comes in the form of laptops, software, workspaces, required supplies, or tools. The online students receive welcome packages and materials packages as needed, and the program quickly adapted to the COVID environment by setting up a space for materials pickup at the front door of the main building to ensure that students could still utilize those necessary materials. The College also provides scholarships to students; one challenge students face is that the program is five years, so students often find themselves running out of financial aid before they can complete the final year. This is addressed through scholarships to support students and help them get the funding they need to be successful.

Finally, the Architecture program's greatest strength as it strives to make continuous improvements is putting the technical curriculum first to ensure that students have the skills



they need to be successful. One recent update made is the creation of the combined studio model, which are two large shared workspaces that bring together students from years one through five. This reduces silos and creates opportunities for collaboration for students, demonstrating the realities of working in the field as part of a collective team.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

Dunwoody emphasizes bringing in practitioners from outside the campus to provide their input, both inside and outside the classroom. Inside the classroom, faculty have reviewers from the field do 1:1 sessions within the studio courses. Additionally, the 3-credit lecture/lab courses have guest speakers attend to provide new perspectives to students. Students have also had the opportunity to attend workshops at firms, creating further connections between curriculum and practice. One example is the [2-day workshop at HGA](#), in which students worked side-by-side with HGA's architects and clients.

The most significant and consistent way that the Dunwoody campus has utilized outside input is through the [Program Advisory Committee \(PAC\)](#). The PAC is a committee of industry specialists who provide their input on curriculum and what they're looking for in graduates from the program. The PAC is a requirement of all Dunwoody academic programs, which helps keep all of the curricula fresh and relevant to the industry. The campus requires the PAC meeting to be held at least once per semester. There is an annual campus-wide PAC meeting which provides an opportunity for all PACs to connect before breakout sessions are held within each program. A recent update to the PAC for the School of Design is to create a PAC meeting for all members of the School of Design PACs. Because there is such alignment between the programs, the PACs come together to create cross-collaboration which coincides with the end-of-year [School of Design Expo](#). In addition to this annual meeting of the School of Design PAC, the individual programs will have two PAC meetings annually to discuss industry practices and the curriculum.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

The program has three standing mechanisms of self-assessment conducted each semester. The first is course evaluations, which employ a college-standard instrument. These evaluations are reviewed between the program director and faculty member on an individual basis. The second is student self-assessments, completed for each course and directly specialized to address the course competencies of that specific course. The faculty use these to collectively make improvements to the curriculum. And the third is faculty self-assessments, again completed by faculty for each course they teach in a given semester, allowing them to reflect on the course competencies for each class. Successes and areas for improvement are discussed as a group and make sure that learning from course to course is heightened each semester. (Examples of each of these instruments will be in the evidence folder provided to the visiting team).

The College's assessment plan and report can be found at the links below:

[Annual Assessment Plan](#)



[Annual Assessment Report](#)

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

The most recent adjustment to the curriculum was for the 2020-2021 academic year. This curriculum revision included a credit realignment to create a set structure of credits for studios, lecture/lab courses, and seminars. This change also included the changes to the names of courses to align them from year to year to create a consistent naming/numbering system. Additionally, courses that are part of Dunwoody's core values were expanded. For example, the previous course ARCH4203 Cultures was expanded from one 3-credit course to two courses, 3-credits each: ARCH4130 Globalization & the Vernacular and ARCH4230 Metropolis & Activism.

The revised curriculum for the 2021-2022 academic year and beyond is structured for students as they move through the program. This is a program that caters directly to first-generation students by creating that structured path and help streamline their trajectory to the degree. The B.Arch program provides that pathway for students to graduate as soon as possible to get started on their careers.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

The academic plans for every program on campus are reviewed on an annual basis (see process in 5.3.2). The department actively makes changes to the academic plan, ensuring that the NAAB program criteria and student criteria are incorporated into the academic plan. The program criteria and student criteria are documented on the syllabi, as part of the program outcomes. They also tie back to the course competencies, which vary based on credit amount (three course competencies per semester credit).

Courses are individually reviewed annually as well, through student and faculty assessments. Student work is reviewed to ensure that their work aligns with the NAAB program and student criteria, and if needed, assignments are revised for future courses.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The program review process is done on an annual basis, starting with the program director. The director will connect with the faculty regarding changes to the curriculum, responding to student feedback from the course evaluations, [Student Advisory Board](#), and student self-



assessments. There is also feedback from the [Program Advisory Committee \(PAC\)](#) that informs the program director's consideration of curriculum changes.

The entire review process is not done individually by the program director but is done collectively across the campus. The program director will review any changes in both technical and Arts & Sciences courses through a series of meetings with the Registrar's Office, the Dean of Instruction, and the director of Math and Science. The Provost will also review and approve the changes. This ensures that all requirements from each area are still being met by any changes to the curriculum. Any changes under 25% are made internally, while changes over 25% are reviewed by the College's regional accreditor, the Higher Learning Commission (HLC), and the Minnesota Office of Higher Education (MOHE). The curriculum change for the 2020-2021 academic year was reviewed and approved by both HLC and MOHE.

Once the changes have been made for the following academic year, different campus departments are responsible for implementing the changes. The program director and the faculty are responsible for ensuring the changes are implemented in the classroom. This includes changes to current courses or the development of new courses. The Office of Instruction ensure that changes needing approval from the Higher Learning Commission and the Minnesota Office of Higher Education are reviewed and approved. Finally, the Registrar's Office is responsible for updating students' academic plans, setting up transfer evaluation documentation, and processing any appropriate course substitutions as submitted by the program director or program specialist.

5.4 Human Resources and Human Resource Development

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

The expectation is that the permanent faculty teach four courses (twelve credits) per semester, with additional advising and committee responsibilities. Permanent faculty work year-round due to their additional responsibilities outside of the classroom (as described below). The adjunct faculty are contracted course-by-course, with no co-curricular expectations; however, some of the longer-term adjunct faculty have been important contributors to the curricular design, as they have extended experience with Dunwoody students.

Faculty advising is a shared responsibility between all the permanent faculty members. Each faculty member is assigned approximately 25 students. They meet one on one with their advisees during registration week to help them get registered and make sure they have the resources they need to be successful. In addition to advising one on one, faculty advisors are expected to communicate with their advisees throughout the academic year and into the summer with updates, scheduling changes, or follow-ups on any other relevant program information. Faculty attend a training on how to advise students, and this training is done bi-annually to ensure everyone is operating with the same expectations and utilizing the same



resources to support students. Faculty are then expected to update the advising worksheet that each program within SoD has, which tracks the students' degree requirements or any notes regarding their academic plan (examples include if a student only plans to attend part-time, if a student is taking courses during the summer, or if a student needs to re-take a course in the future). Students also receive a survey regarding their employment, how many hours they're working, or if they have an internship; this information is added to the advising spreadsheet to help advisors understand the students' lives outside of the College. If students do not register for classes within a timely manner, the faculty advisor is responsible for following up.

Incoming students are assigned a faculty advisor after the semester begins. Before the semester begins, the program specialist serves as the faculty advisor. The program specialist assists the students with questions related to transfer credits, new student registration, or their overall academic plan. Once the semester begins, the student will be transferred to a faculty advisor for the remainder of their time within the program.

Outside of faculty advising, faculty have other responsibilities on campus. They use the Traction planning (described in section 5.2.1) to set rocks for the year that support the campus' rocks. The faculty also provide support for summer camps, open houses, organizing the classrooms/supplies, accreditation reporting, and student outreach. They also attend faculty meetings, all-staff meetings, and faculty development activities. Each faculty member within the School of Design is also responsible for overseeing one area for the department, with support from other faculty as needed. These areas include: travel, industry/community, recruitment, gatherings/alumni connections, student organizations, departmental supplies, internships/jobs, and licensure/certifications. The lead faculty member will oversee the area in conjunction with the program director and utilize the other faculty members for support as needed.

[Dunwoody Architecture faculty and administration as of August 1, 2022.](#)

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

The role of Architect Licensing Advisor has been held by former Program Director and Associate Professor John Dwyer since the inception of the Bachelor of Architecture Program. In July of 2022, Mr. Dwyer accepted a position as Chair of the Department of Architecture at Thomas Jefferson University. In August of 2022, Dean Bullen appointed Senior Instructor, Amy Meller to the role of Architect Licensing Advisor, as well as IPAL advisor for the school. She is a broadly experienced architect with deep ties to the professional community, who has previously served as the president of AIA Minnesota- St. Paul Chapter. Ms. Meller will represent Dunwoody at the 2023 NCARB Licensing Advisor Summit.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement



Program Response:

The College invests roughly \$450,000 per year in faculty, staff, and program development. From internal staff training and professional education to family and employee tuition waivers at Dunwoody and tuition reimbursements for staff seeking training at other institutions, the College has been steadily committed to the personal and professional growth of the staff.

The department provides support for faculty to obtain the teaching materials that faculty need. This includes textbooks and other physical materials needed for the classroom, as well as larger investments in software and printing-plotting-modeling equipment. The Architecture program supports professional development for faculty and staff both on-campus and off. On-campus includes academic advising training, guests visiting campus to train faculty on new equipment, and retreats or in-service days held throughout the year. Off-campus professional development includes attending conferences, professional organization memberships and licensure, and participation on professional committees/boards; these opportunities are paid for by the School of Design. Another opportunity for the department is to individually provide faculty on software that is currently industry standard.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

The support services provided to students encompasses the entire campus, creating a well-rounded approach to student services. The faculty operate as academic advisors, meeting students' academic needs in addition to providing professional support. Faculty and staff get to know students on an individual basis, rather than just a number. A recent change within the School of Design was to add the role of a program specialist. This role provides academic advising to incoming students, helps register students for the correct courses, and helps conduct outreach to students as needed. Additionally, the School of Design provides many opportunities to connect with students throughout the semester, including town halls, new student orientation, registration week meetings, an end-of-semester meeting, exit interviews within studio, and an open-door policy for students on campus.

Outside of the School of Design, many of the support services are housed within the [Student Affairs](#) office. This includes student housing, accommodations, health and wellness, and campus life. Within Student Affairs, the [Career Services](#) department provides students with support for getting internships, finding a career, writing resumes, or interview help. In the recent revision of the academic structure, a role within the Student Affairs office was designated specifically to support School of Design students. This individual provides periodic outreach to students who are not attending classes or otherwise designated "at-risk." Another role was also created to focus on new student retention, providing outreach to incoming students to ensure success within their first semester. Other offices outside of Student Affairs include the Registrar's Office, which registers incoming students and evaluates transfer credits, and the Financial Aid office, which provides support to students around their financial aid packages.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:



5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

Dunwoody is committed to a diverse and inclusive community and has a multi-year diversity, equity and inclusion (DEI) plan under the leadership of Bayza Weeks, Executive Director of Community Partnerships.

The Architecture program has a substantially more diverse student body than the College as a whole.

Demographic Group	Dunwoody overall	Architecture
Total Enrollment (F'21)	1367	158
Women	17.8%	37.3%
Students of color	22.6%	33.8%
Non-baccalaureate families	50.4%	59.3%

This diversity of enrollment is matched by relatively equitable student performance. The School of Design sees virtually no difference in academic performance based on gender, race/ethnicity, and first-generation status.

The Architecture program's diverse populations have increased due to increased outreach to community colleges and high schools that serve diverse populations. This includes the outreach through the [Pathways 2 Careers \(P2C\) program](#) and the former Youth Career Awareness Program (YCAP). Another example of outreach is a potential partnership with [Juxtaposition Arts](#), which supports programs for urban youth. The College also provides support for students who are part of diverse populations, including scholarships for BiPOC and female students. A recent change is the addition of a New Student Retention Coordinator within the Student Affairs office, providing additional hands-on support for incoming students.

The College's hiring practices support creating a diverse population of faculty. The department's goal is to hire crossover faculty who can teach in all three disciplines within the School of Design, increasing the diversity in each program. Administrators often reach out to diverse networks of people in the industry to create connections and hire new faculty. Finally, the College encourages faculty and administration to remain active in the industry by sitting on boards, attending committee meetings for professional organizations, or attending events to network further.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.



Program Response:

Dunwoody's 232 staff members comprise 98 full-time faculty, 52 adjunct faculty, and 82 non-teaching staff. The faculty (including adjuncts) are roughly two-thirds (65%) white-identified, with 18% being persons of color, and another 17% being of unknown ethnicity. Due to the College's longstanding work in technical career training, most of those careers are traditionally "male-identified," and the faculty reflect that professional pattern, with about 73% of faculty being men.

Within the School of Design, there hasn't been a significant number of new hires since the last NAAB visit, but diversity is a goal as new faculty are hired. The nature of art-based programs lends itself to more diverse faculty, and the school aims to hire crossover faculty who can teach in multiple programs, helping break down the traditional male/female faculty roles within architecture and design programs. See the [faculty chart](#) for specifics on gender and ethnicity for the department's administration, full-time and adjunct faculty.

The department is undergoing strategic review of pay to create and sustain compensation equity. There is a set [promotion track for faculty](#), allowing them to move from instructor to senior instructor, then assistant professor, associate professor, and professor. This set path creates equity between all faculty members, ensuring that all are held to the same standards.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The Dunwoody Architecture program is already substantially more diverse in student enrollment than the College as a whole, but the department continues to look for ways as a program and an institution to be even more inclusive and representative of the surrounding communities.

Dunwoody's new [Pathways to Careers \(P2C\)](#) program is a bold new initiative designed to attract, train, and graduate under-resourced, underserved, and underrepresented populations through close partnerships with educational, community, business, and industry leaders. P2C is a next-generation program purposed to reimagine the foundational success of over thirty years with the former Youth Career and Awareness Program (YCAP). Through an interactive model of engagement, mentoring, leadership development, technical career exploration, and scholarship, P2C will create greater access to a Dunwoody education, as well as meet the evolving and expanding workforce needs of technical businesses and industries.

P2C is designed to bridge the following gaps which continue to create academic and professional barriers for underserved and underrepresented populations, by addressing this following:

1. Close the achievement gap in high school graduation rates between white students and students of color
2. Close the income gap as MN has the second largest income inequality gap between persons of color and white people in the nation
3. Close the skills gap that exists in essential industries in the Twin Cities, MN, and across the nation



4. Increase Dunwoody P2C participant enrollment to 210 by 2025, on day 8 of fall semester

P2C has two chapters: Chapter one for youth (P2C-Y) and Chapter two for post-traditional adults (P2C-A).

Chapter One of P2C: P2C-Y: High school juniors and seniors from underserved and underrepresented populations will enhance their knowledge of technical educational options by participating as a P2C scholar. Upon high school graduation, these students will be eligible to transition into Dunwoody to pursue a certification or degree supported by a two-year renewable \$10,000 scholarship to support their program completion. High school students will begin their Dunwoody journey through a 3-week summer engagement session, immersed in technical education and on-campus projects, and receive stipends for their full-time participation.

Chapter Two of P2C: P2C-A: Post-traditional adults from underserved and underrepresented populations will obtain additional skills and technical education by participating as a P2C scholar. Through community partnership referral, these students will be eligible to attend Dunwoody, to pursue a certification or degree supported by a two-year renewable \$10,000 scholarship to support their program completion.

Within six months of obtaining a degree or certification, both chapters of P2C participants will obtain at least half-time employment or enroll in an accredited program to further their education, which corresponds to Dunwoody's 98% internship job and job placement rate.

The Dunwoody College community has implemented several strategies to recruit and retain underserved and under-represented students:

P2C and Dunwoody admissions staff have a recruitment plan to visit Minneapolis, St. Paul, and surrounding area high schools to provide students and staff with information about the P2C program, presentations on programming elements, and support with the application process. P2C has enrollment goals of 60 high school students for the summer program, and 53 first- and second-year students pursuing associate degrees in Fall 2022.

Dunwoody College has created a new role, the First-Year Experience Coordinator, to provide additional assistance, guidance, and support for all first-year students, especially first generation to college students, underserved and under-represented students, and students facing academic and/or personal challenges.

Dunwoody College hired its first Executive Director of Community Partnerships to provide critical leadership for the Community Partnerships department, including scholarships focused on underserved and under-represented students.

P2C has robust wrap around services embedded into the scholarship program for each student: college academic completion plans; monthly engagement sessions; 1:1 mentoring sessions; stipends for participation; and in 2023, will begin an elevated mentoring program pairing students with under-represented professionals of color in their selected fields.

Dunwoody College has created additional positions and committees to facilitate the ongoing review of increasing enrollment, retention, and matriculation for students of color: the Enrollment Retention Council; continued Students of Concern Committee; Director of Institutional Research; Women's Coordinator; Associate Director of Scholarship Initiatives; Senior Enrollment Project Manager (to focus on areas of student attrition and necessary improvement); and the creation of the Community Partnerships Department, where Pathway 2 Careers (P2C) and the Women in Technical Careers (WITC) will receive leadership from the Executive Director of Community Partnerships. Through the creation of this department,



there are two Program Manager roles to further support these scholarship initiatives and enrollment goals for underserved and under-represented populations.

Over the past six months, P2C has established Memorandums of Understanding with several community partners, projected to have a significant impact on the enrollment goals over the next five years for underserved and under-represented students: Urban League Twin Cities; Twin Cities RISE; Lake Street Works; and Pillsbury United Communities. The College is also developing relationships with additional organizations: MN Stem Partnerships, Youthprise, Genesys Works, Achieve Mpls, and high schools in the Twin Cities and surrounding areas. Community partnerships are essential to the initiatives of eliminating disparity gaps in education, skills, and income through the direct student referrals from these partners, into the P2C program.

The 2+3 model of the B.Arch degree creates a more diverse population of students, bringing together students from different areas, age groups, and backgrounds to complete their degrees. The opportunity to transfer in from a community college across the Twin Cities metro area, or increasingly from around the country, creates an environment that lends itself to a more diverse population of students.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

Dunwoody College of Technology is an equal opportunity employer; the College's policies on equal opportunity, non-discrimination, and Title IX / Clery Act reporting are all posted on the [Employment at Dunwoody web page](#).

Dunwoody's Human Resources office works to recruit and retain a diverse academic and staff roster, through several targeted procedures. All position postings—including those for permanent and adjunct faculty, program directors and administrators, and administrative staff—are sent to a regularly updated roster of agencies and publications that are aimed at a broadly diverse community: by gender, ethnicity, sexuality and sexual identity, physical ability, and military service. (The full list of posting organizations is included in the evidence folder under 5.5.4.) Dunwoody also posts all positions with relevant professional and Minnesota workforce development agencies. The majority of employment outreach is within the Twin Cities metropolitan area, but the College welcomes—and has hired—applicants from across the United States.

A second diversity strategy employed by Human Resources is the elimination of “preferred qualifications” statements in position postings. A substantial body of research shows that women and people of color are less likely to apply for employment for which they perceive themselves to be marginally qualified; this extends not merely to the “minimum qualifications,” but also to the expressed “preferred qualifications,” which are often seen to be *de facto* requirements as well. Dunwoody HR works with its academic and administrative programs to set singular statements of the work history, responsibilities, and credentials that are truly required for a given position, and not adding other items that may act as unnecessary filters to applicants.

A third diversity strategy is direct contact with student and professional organizations at the nearby University of Minnesota (UofM). The UofM is an international-caliber research university that draws a broadly diverse student and faculty population; as their graduate



students complete their studies and consider academic employment, Dunwoody works to be an inclusive destination for them. The College also collaborates with HR departments at colleges and universities across Minnesota and Wisconsin, enabling Dunwoody to recruit employees with higher education experience who seek a new workplace

The Dunwoody HR annual metrics report shows the following employment data for academic year 2021:

- 232 total employees: 98 full-time faculty, 52 adjunct faculty, and 82 staff.
- 37 new hires during the year, 27 departures
- women comprise 27% of faculty and 56% of staff
- people of color comprise 18% of faculty and 15% of staff

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

Across the campus, the College supports students' needs for accommodations or extra assistance as needed. Resources are available through the Student Affairs department for students to access. This includes the [Elftmann Student Success Center](#), which provides tutoring services, workshops, study sessions, academic coaching, and support for ESL students. Additionally, the Student Affairs office is responsible for managing student accommodations inside the classroom or online, supporting all students on campus. The information on requesting accommodations is listed in the [Catalog/Student Handbook](#) and is available publicly.

The School of Design also provides physical workspaces that support students and faculty, including height-adjustable chairs and tables to create accommodative workstations. Classrooms also feature wheeled chairs to support easy collaboration in groups. As a design program committed to principles of universal design, The School of Design works to both provide and to teach opportunities for all users of their workspaces to be welcome and productive.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The School of Design occupies the Red level of the main Dunwoody building, which includes 6,800 net square feet of studio space. All Dunwoody Architecture studio courses have space dedicated to their sole use during the entirety of each semester. The College employs a combined studio model with two primary studio rooms (Super Studio & Studio X), each able

to accommodate 70 or more students across several courses. The department finds that this model increases cross-cohort engagement, excitement in learning as earlier students are exposed to the work of more advanced students, and greater collegiality and shared pedagogical possibilities among faculty.

The decision early-on to convert three existing classrooms into the Super Studio has had an outsized impact on not only how the courses operate, but how students and instructors alike perceive the instructional context. While acoustically problematic on occasion, the open studio facilitates excellent relationships across cohorts, and when paired with the mentee program allows informal desk crits to pop up frequently and organically.

See the [DCT campus map](#) for reference.

Each student in a studio course is provided with an allocated studio workspace (chair and desk) with storage for small tools and supplies. Along with those individual workstations, there are collegial workstations for small-group work and studio instruction; monitors for presentation; and ample pin-up space for formal and informal critique. Outside of class periods, the studios become the program's social community for students—a place to gather, to belong, to make and reinforce friendships.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

The Architecture program has allocated use of three 40-seat classrooms (Red61, Red63, and Red44) that are used for lecture classes and seminars, plus a Super Studio space (Red62) that seats 108, and Studio X space (Red60) that seats 72. The department has a dedicated critique space (Red67) that seats 20. Each is fully outfitted with projection equipment for faculty and student use. As a small program with small courses, there has been no need for a dedicated lecture hall and foresee none in the future. Guest speakers will use classrooms if specific to School of Design while larger campus events are held in the Holden Center or McNamara Center.

Along with those classrooms and studios, the Architecture program has access to two primary production spaces. One is a full print-and-plot workroom that allows students to print drawings directly from their laptops. Dunwoody's interests in social equity and desire to emulate workplace experience have led us to provide free printing and copying at all scales to all students, just as they would experience in their professional lives.

The second production space is a program-dedicated fabrication lab (FabLab), equipped with three laser cutters (18" x 12", 16" x 30", and 36" x 50"), a CNC router and table, drill press, small bandsaw, and small table saw. The department also maintains a "modelmaking corral" of hand tools: disk and belt sanders, miter boxes and hand saws, clamps, pliers and screwdrivers/nutdrivers, tape measures and laser measures, and so on. This fabrication space had been available to students only during their class periods under instructor supervision; however, in the summer of 2022, a full-time shop manager was added to the program staff, so that students have supervised and supported access to modeling tools during the entire school week.

Along with these resources that are specific to and located within the School of Design, the students and faculty have taken advantage of the fact that the Architecture program is co-located with a broad array of related disciplines and their fabrication and testing equipment.



Students and faculty regularly take advantage of opportunities to work with Construction Management (a substantial wood shop), Robotics and Manufacturing (metal fabrication including welding and foundry, a metal brake, a plasma cutter, and a vacuum-forming machine), Metrology Lab (3D printers, and tension- and compression-testing machines).

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Faculty are co-housed in a common office space on the Red level. Each faculty member has a dedicated workstation, along with one additional workstation allocated to adjunct faculty as needed. As is true for students, faculty have full access to printing and copying for academic and professional use.

Small private meetings for student support and advising can take place in the faculty office, but there are also two small rooms outside the studio suite that are regularly used for confidential or sensitive conversations.

Outside the program, the College offers a substantial student-support suite, the [Elftmann Student Success Center](#). This suite allows for peer and staff tutoring, group study sessions, support for ESL students and students with learning disabilities, and a library of technical videos that reinforce basic principles in each field.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

Dunwoody is a highly digital environment, as are the professions the students are preparing to enter. Every student and faculty member are issued a Dunwoody-owned and maintained HP ZBook 14" laptop, fully outfitted with Microsoft Suite as well as design specific software:

- Adobe Creative Cloud
- AutoCAD 2022
- AutoCAD Architecture 2022
- Autodesk Revit 2022
- Bluebeam Revu eXtreme 2020
- Trimble SketchUp Pro 2020

Students and faculty have ready access to the Canvas web-based learning management system. In addition, students and faculty all have access to Microsoft Teams, which allows institutionally supported email, calendaring, web meetings, file-sharing and collaborative document editing. All of the students and faculty, regardless of whether their courses are onsite, online or blended-mode, have the same technological platform from which to work.

In addition, all of the faculty who teach online courses have been supported by the institution to take training resulting in online teaching certification by the [Online Learning Consortium](#). The Architecture program takes digital learning seriously for all of the students, regardless of their physical location. The response to the COVID pandemic certainly accelerated the



adoption of some technologies, but the more fundamental driver of this work has been the expectation that students are prepared for the contemporary digital design offices in which they will work.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

Online students receive the same access to materials that students receive on-campus and the same experience. Students receive a welcome package with their laptop and all the software pre-loaded that they will need throughout the program. Course materials for all courses are put into Canvas, the College's learning management system. The library materials are online and accessible to all students (more information can be found in section 5.8). If students are in a class that uses materials, faculty and staff will ship packages of materials to them, and the Fabrication Lab (FabLab) will print items from a student file through 3D printing, laser cutting, CNC, and then return the printed item back to the student. With the recent hiring of the new FabLab manager, the department plans to create a video feed of creating work for the students, so that they will have that deeper connection to the creation of their work.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

The Dunwoody College of Technology is a private, not-for-profit institution in continuous existence for 108 years. The College's enrollment of approximately 1,350 students has been stable in recent years, even through the pandemic, but the College does intend growth over the next five years to a steady enrollment of 1,600-1,800 students.

The institution is fundamentally tuition-supported. The annual operating budget is approximately \$36M, and the College has run a small surplus in each of the past three years, enduring the pandemic with no layoffs or financial distress.

The annual budgeting process begins each year in November. Enrollment forecasting is done in the fall semester by a team from Admissions, the Registrar's Office, and Institutional Research, which allows communication with the Board of Trustees over the coming year's target tuition rates. These tuition projections are revisited in February or March, based on Spring semester enrollments, and the Board approves the final operating budget at its concluding meeting each June.

Individual program managers and area deans act as budget managers. Each program begins with prioritizing requests from among its faculty, assembling a proposed budget which is then passed along to its relevant dean. Those deans assemble comprehensive budgets for their program areas, and then pass them on to the executive cabinet for final construction into an overall budget to be considered and ultimately approved by the Board.

Dunwoody exercises differential tuition, with tuition rates for each program determined by a combination of operating costs, regional market position, and an analysis of online competition.



The Architecture program reflects this differential model: 2022-23 tuition rates for students in the two-year Associate degree will be \$23,297, whereas tuition rates for students in the third through fifth years of the B.Arch degree will be \$29,364. This difference reflects the need for the two-year degree to be competitive within the local community-college ecosystem, and also reflects the fact that there are no accredited B.Arch programs within the state, the closest being in Iowa (Iowa State) and metro Chicago (Illinois Institute of Technology). When compared against other B.Arch programs located in private, not-for-profit, primarily undergraduate colleges, [Dunwoody's tuition](#) is the second lowest of that group of ten schools.

As noted in Section 5.6, the College is completing the current iteration of its facilities master plan, intended to prioritize facility upgrades in coming years. The College has a standard depreciation rate of approximately 2% of total assets, and annual budgeting for capital improvements is funded to be level with depreciation.

Student Support.

The College is committed to the financial support of students. Dunwoody adheres to a philosophy and approach to student funding that directly aligns with the Dunwoody Mission and Values. Differing from the Admission Strategy, which is in all cases “Need Blind,” the strategies around awarding discretionary financial aid funds and scholarships are prioritized in keeping with a “Need Aware” mindset. At its most basic form, the Dunwoody team endeavors to grant enough aid to as many students as possible in order to maximize graduation numbers, thereby providing industry with the sought-after human capital they need. Metrics are watched carefully to ensure that loan payments are affordable and reasonable, and based on the salaries students can expect upon graduation.

Dunwoody College of Technology has approximately 136 scholarship programs available annually to all students enrolled at the college. All scholarships have criteria that the individual donors establish at the time of the gift to Dunwoody, including academic program, GPA, financial data reported on the FAFSA (“need”), women, students of color, and geographical location. The majority of the scholarships are awarded through the Financial Aid system “automatically” based off of FAFSA completion and the criteria set by the donors. For students who are not eligible for Federal Financial Aid, the College internally determines eligibility/need for internal scholarships.

The College has five scholarships, open to students in all academic programs, that require an application and internal review:

- [Women In Technical Careers \(WITC\)](#): for women students pursuing a technical degree defined as non-traditional for women (\$10,000 per year).
- [Pathways 2 Careers \(P2C\)](#): for both underserved and under-represented high school juniors and seniors as well post-traditional adults (\$10,000 per year).
- [Project Lead the Way \(PLTW\)](#): for students who have participated in, and passed, PLTW classes in high school (\$2,000 per year).
- FIRST Robotics: for students who have been members of the FIRST Robotics team in high school (\$2,000 per year)
- Super Mileage: for students who have participated in the Super Mileage challenge in high school (\$2,000 per year)

Primary Strategies for Awarding Endowed Scholarship Aid. Each February, the Finance Department makes a decision to release a portion of the income from the various Endowed Funds to be used for student scholarships. For FY2022-23, that amount is **\$305,250**, which is roughly 4.5% of the average of the last three years’ earnings per fund. In cases where these funds have specific designations, those directives are followed. In cases where there are no



restrictions, Financial Aid will use the dollars to serve The College's strategic objectives for supporting underserved and/or under-resourced populations, cultivating new student markets, and filling open classroom seats.

Primary Strategies for Awarding Annual Scholarship Aid. Twice a year, February and August, respectively, a team that includes members of the Institutional Advancement Department, Financial Aid Department, and Finance Department review and set amounts of the various Annual Funds that can be awarded in the next half-year. For the Fall 2022 semester, that amount is **\$2,730,870**. Based on previous years, Spring Semester 2023 is estimated to be **\$300,000**, bringing it to a FY23 total of **\$3,030,870**. In cases where these funds have specific designations, those directives are followed. In cases where there are no restrictions, Financial Aid will use the dollars to serve The College's strategic objectives for supporting underserved and/or under-resourced populations, cultivating new student markets, and filling open classroom seats. Some of the funds are auto-awarded, sorted first by using the specified criteria, then filtered for students who have not already received a scholarship from this area already, and lastly by date of earliest to complete the FAFSA for that year.

Primary Strategies for Unfunded Scholarship Aid. The College may choose to dedicate a portion of its own resources to add to the amount of scholarship dollars in a given year. For FY23, the amount is drafted at **\$600,000**. These dollars tend to be manually awarded, but grouped by objective, and still following the strategic objectives outlined above. Strategies for using these scholarships follow the master grid, approved by the President with input from the Cabinet. Some of the dollars go toward building student population in new programs pursuing accreditation, some go to encourage look-a-like profile students to select Dunwoody, some of the funds go to specific programs that tend to attract more under-resourced students than other programs, and some can be used to offset any imbalances in total fundraising that skews disproportionately toward one particular group of students.

The average indebtedness at 2022 graduation, across Associate and Baccalaureate graduates, is **\$45,956.93**. The average indebtedness at departure, for students who did not complete a degree, is **\$18,476.08**. The Federally reported loan default rate for 2018 was 8.5%; for 2017, 10.7%; and for 2016, 12.7%.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The campus library, [Newkirk Learning Commons](#), is committed to offering informational resources and educational support to students, faculty and staff. Library staff provides the Dunwoody community with the [print and electronic resources](#) needed to complete research papers and other projects for coursework. Students develop greater information literacy skills and knowledge about their chosen field of study. The Newkirk Learning Commons also provides quiet spaces for study as well as collaboration spaces for students working on team projects.

The physical library collection is dedicated to the fields of study offered by Dunwoody College of Technology. Students have [access to book collections](#) that are routinely updated and curated by the library staff, industry experts, and faculty. The library is also home to over one hundred periodical subscriptions that support all academic programs. As part of the collection



development policy students, faculty, and staff are all welcome to make suggestions for additional library materials.

Newkirk Learning Commons also provides many online resources to support the goals of the academic community. Through a subscription to EBSCOhost, students have access to over 6,000 scholarly publications and 150,000 eBooks. MADCAD is a cloud-based reference library for codes and standards that relate to the College's fields of study. Finally, Kanopy is an on-demand streaming video service for public libraries and educational institutions that provides library patrons, students, and faculty with access to a large collection of educational or hard to find films.

Newkirk Learning Commons is part of the MNPALS Library Consortium. This is one of the largest library consortiums in the country and provides additional support to both students and faculty. Members of the Dunwoody community have the option to request materials from other institutions in a consortium through inter-library loan. Electronic materials can be delivered to a user's email inbox and physical materials can be picked up from campus.

Specific to architecture, the Newkirk Learning Commons offers the following resources.

Through EBSCO Academic Search Premier, students and faculty have access to the Avery Index to Architectural Periodicals, and to full-text electronic editions of:

- Architecture Australia
- Architectural Digest
- Architectural Record
- Architectural Review
- Canadian Architect
- Confluence
- Design Quarterly
- Grey Room
- Interior Design
- Journal of Art and Design Education
- Journal of Architectural Education
- Journal of Architectural Engineering
- Journal of Interior Design

Thirty subscriptions to physical periodicals are also available in the Commons, including:

- Architect
- Architectural Digest
- Architectural Lighting
- Architectural Record
- Architecture MN
- Buildings
- Construction Today
- Construction Specifier



- Detail
- Domino
- Domus
- Dwell
- Family Handyman
- Fine Homebuilding
- Frame
- Global Architecture Document (GA Document)
- Green Builder
- Healthcare Design
- Home and Design (Mpls/St. Paul)
- I-D
- International Journal of Construction Education and Research
- Interior Design
- Interiors + Sources
- Journal of Light Construction (JLC)
- Old House Journal
- Solar Today
- Surface
- USGBC+

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

As a small, professionally-oriented College, Dunwoody does not have specific departmental librarians for any programs. All resources available in the [Newkirk Learning Commons](#) are available to all students in both the on-campus and online programs.

One resource provided specifically for students who take part in [IPAL](#), however, is a full institutional subscription to the Black Spectacles.career-services repository. This resource provides support for students who want to seek licensure while in school: ARE prep and study guides, software training, and an online community of students, interns and mentors. Their goal since 2010 has been to “democratize learning and remove barriers to career expansion,” especially for students from under-served and under-represented communities provides support for students who want to seek licensure while in school: ARE prep and study guides, software training, and an online community of students, interns and mentors. Their goal since 2010 has been to “democratize learning and remove barriers to career expansion,” especially for students from under-served and under-represented communities.



6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The Statement on NAAB-Accredited Degrees is publicly available on the Dunwoody website's Accreditation and Accountability page, at <https://dunwoody.edu/about/accountability/program-accreditations/architecture/>. The same statement is also published in the online catalog under the B.Arch program overview, at <catalog.dunwoody.edu/catalog-student-handbook/academic-programs>.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

Public access to Accreditation Conditions and Procedures are available on the Dunwoody website, at <https://dunwoody.edu/about/accountability/program-accreditations/architecture/>

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:



In keeping with Dunwoody's century-long mission of "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," the College has a vigorous and diverse career services office. The [Anthony L. Ferrara Career Services Center](#) works with students and academic programs to offer career fairs and networking events, as well as direct student training in resume and cover letter construction, the development of LinkedIn profiles, and job interview practice and strategies

The Career Services website has three categories of support for student career development:

1. **Resume, Interviewing and Networking**, which includes sample documents, strategic coaching, and a connection to the [WayUp](#) job-matching website that supports students in their search for internships and entry-level employment.
2. **Salary Research**, which links to reporting from [Glassdoor](#) and from the [Minnesota Bureau of Labor Statistics](#).
3. **Dunwoody Employment Reports**, with links to [each of the most recent years' annual research](#) on employment among Dunwoody College of Technology graduates, including proportion of graduates employed in related fields, key employers, and salary medians and ranges.

Dunwoody also supports the Handshake "early-talent recruiting" service, which places special emphasis on "Generation Z" employees, remote employment possibilities, and company-culture transparency. Dunwoody-specific Handshake (dunwoody.joinhandshake.com) is accessed through the web and through site-specific free apps for iPhone and Android, and the Career Services staff are all fluent in its use.

Within the Architecture program, students have access to the [AIA Minnesota job bank](#) that focuses on local and regional opportunities, as well as to the strategic and case-study assistance provided by the [AIA Emerging Professionals](#) program.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion



Program Response:

The NAAB decision letter granting an initial three-year term of accreditation, dated February 10, 2020, is posted on the Dunwoody website at <https://dunwoody.edu/about/accountability/program-accreditations/architecture/>. The associated Visiting Team report is also posted, at [DCT-BARCH-2019-NAAB-Initial-Accreditation-Visiting-Team-Report.pdf \(dunwoody.edu\)](https://dunwoody.edu/about/accountability/program-accreditations/architecture/DCT-BARCH-2019-NAAB-Initial-Accreditation-Visiting-Team-Report.pdf).

ARE Pass Rates are available through NCARB at this [link](#) and made available to the University community and general public via the above-linked page on accreditation.

The Dunwoody APR submitted prior to the 2019 accreditation visit is posted on the Dunwoody website at <https://dunwoody.edu/about/accountability/program-accreditations/architecture/>

Dunwoody College of Technology has created and upheld strong and specific expectations for community norms. In particular, the College has:

- The Faculty Handbook statement on [Freedom of Expression](#)
- The Faculty Handbook [statement of endorsement](#) for the American Association of University Professors statement on academic freedom
- The [Student Code of Conduct](#), posted within the Student Handbook/Catalog
- The [Dunwoody Learning & Teaching Culture Policy \(formerly Studio Culture Policy\)](#), linked from the Architecture program homepage

As noted previously in Section 5.5.4, Dunwoody maintains strong policies related to equal opportunity and affirmative action in employment. In addition, however, the College has also adopted a [non-discrimination policy](#) within its Student Handbook/Catalog; a clear policy on [requests for accommodations](#) for students with disabilities; and a strong College-wide policy related to [harassment and sexual conduct](#).

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

Application to Dunwoody can be conducted electronically or through traditional paper submittal; both modes are supported through the [Admissions web page](#).



[General admissions requirements and procedures](#) can be seen as part of the online Student Handbook/Catalog. [Policies and procedures for the evaluation of transfer credit](#) (domestic and international) are described through the Registrar's Office web page: <https://catalog.dunwoody.edu/catalog-student-handbook/admissions/transfer-students-transfer-credit/#text>

The [entire sequence of applying for financial aid](#) is available to current and prospective students through the Admissions web pages. Admissions also has publicly available material to learn about the availability and requirements for [scholarships](#), for Federal and State [educational grants](#), for [VA educational benefits](#), and for loan-based financing for students and for parents.

As an institution that practices non-competitive admissions, Dunwoody does not set admissions practices related to diversity goals. Instead, the College pursue diversity and equity interests through outreach programs aimed at introducing Dunwoody in general, and the Architecture program in particular, to underserved communities, particularly within the Twin Cities:

- As an institution, the College has a longstanding program to bring members of underrepresented and underserved communities into the possibilities of a Dunwoody education. For thirty years, this program had been known as the Youth Career and Awareness Program (YCAP), but as Dunwoody increasingly understands the need to serve an adult population as well, this work has moved into what is now called the [Pathways to Careers \(P2C\) program](#). P2C has two "chapters," one for youth (P2C-Y) and a second for post-traditional adults (P2C-A). In both cases, summer outreach experiences are coupled with monthly community meetings and support through the academic year, and successful participants qualify for scholarships of up to \$10,000.
- The School of Design offers annual [Design Camp](#) experiences for students preparing to enter 9th through 12th grades. This week-long program offers an immersive hands-on, project-based experience led by faculty from the School of Design. Participants explore ideas from architecture, interior design, and graphic design and product design, using industry tools and techniques. Students explore the campus' labs and makers spaces, meet with College admissions officers, and visit local design firms and important Twin Cities buildings and public spaces.
- Dunwoody has also launched a [Women in Technical Careers \(WITC\) program](#), offering scholarships, child-care support, and cohort mentoring to women entering technical careers historically oriented toward men.

In short, Dunwoody makes no admissions decisions with regards to factors of student identity. Instead, the College conducts targeted outreach and support to students from underrepresented and underserved communities that will make a Dunwoody education more attractive and more attainable for a more diverse student body.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Dunwoody posts [numerous financial aid resources](#) on its Admissions pages, as well as Financial Aid staff available for individual consultation and advising. In addition, Admissions



also posts numerous opportunities for scholarships and grants, as noted above in Section 6.5.d.

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

Program Response:

Dunwoody strives to be transparent about the total cost of attendance, including specialized course materials specific to any given program. The Admissions office has a publicly available [summary of all course-of-study costs](#) for each Dunwoody degree program—this includes estimated costs for tuition; fees for activities, technology and devices; and books, supplies and materials.



Appendix A—Online Learning

As is true of many colleges, Dunwoody shifted extensively to online courses during the pandemic. The faculty went through training with the [Online Learning Consortium](#) on best practices for online education and have become comfortable with remote learning and teaching.

As part of the School of Design’s commitment to equity in design education, the Architecture program made the decision to offer all of its courses in years three through five of the B.Arch curriculum in both onsite and online modes. This extends the ability for transfer students from other two-year programs around the country to take advantage of the stacked 2+3 curricular model. As the Architecture program progresses with the rolling launch of the revised curriculum, the program began with the 2021-22 academic year to provide all of the third-year courses in both modes. The 2022-23 academic year will see third-year and fourth-year courses offered in both modes, and the 2023-24 academic year will be the first in which all three of the culminating years of the B.Arch curriculum will be offered in both onsite and online modes.

The 2021-22 online courses represented an independent cohort of 9 students. However, beginning with the 2022-23 academic year, the online and onsite modes will be significantly more inter-enrolled; onsite students will be able to enroll in one or more online sections in order to balance their course scheduling with their other life responsibilities, and onsite students who find themselves in Minneapolis (by choice or because of work or family responsibilities) will be able to enroll in onsite sections.

The onsite and online sections of the courses are taught by the same pool of faculty; follow the same curriculum; are administered by the same program director and dean; are budgeted within the same program budget; and are supported by the same institutional offices and structures. Although the Admissions department does talk about the “online B.Arch” program in recruiting materials, that language is intended to help distant students see that they can in fact complete the entirety of their third through fifth years, leading to the B.Arch, from their own location. The administrative and pedagogical reality is that the online programming simply represents co-equal sections of the same courses, no different than if the department offered two onsite sections of a course.

The NAAB Remote Location Questionnaire is attached below.

Remote Location Questionnaire

[NOTE: if the program uses more than one branch campus, additional site, teaching site, online learning, or study abroad program, please complete a questionnaire for each program.]

Name of institution:	Dunwoody College of Technology
Title of degree:	Bachelor of Architecture
Name of program:	Architecture
Name, title, and email of person completing this form:	Korrin Howard, NCIDQ, Assoc. AIA, Program Director, Architecture khoward@dunwoody.edu



Location of branch campus, additional site, teaching site, online learning, or study abroad program:	Online courses in years three through five of the B.Arch curriculum
Distance from main/flagship campus:	Online
Percent of courses that are required to complete a NAAB-accredited degree offered at this site:	60%--third through fifth years

List all courses that lead to the NAAB-accredited degree: number, title, credits offered and the location at which they are offered [insert additional rows as necessary]

Course number	Credits	Course title	Location		
			Main	Proposed site	Other (explain)
ARCH3110	5	City & Site	X	X	
ARCH3120	3	2D Rendering	X	X	
ARCH3130	3	Early Global History of Arch.	X	X	
ARCH3140	1	Landscape	X	X	
ARCH3210	5	Program and Society	X	X	
ARCH3220	3	2D Fabrication	X	X	
ARCH3230	3	Late Global History of Arch.	X	X	
ARCH3240	1	Material Studies	X	X	
ARCH4110	5	Research & Culture	X	X	
ARCH4120	3	3D Fabrication	X	X	
ARCH4130	3	Globalization & the Vernacular	X	X	
ARCH4140	1	Urbanism	X	X	
ARCH4210	5	Fabrication	X	X	
ARCH4220	3	Moving Image & Animation	X	X	
ARCH4230	3	Metropolis & Activism	X	X	
ARCH4240	1	Parametric Design	X	X	
ARCH5110	5	Integrative Design	X	X	



ARCH5120	3	Thesis Preparation	X	X	
ARCH5130	3	Systems & Envelope	X	X	
ARCH5140	1	Entrepreneurship	X	X	
ARCH5210	8	Thesis	X	X	
ARCH5220	3	Professional Practice	X	X	
ARCH5230	3	Structures	X	X	
ARCH5240	1	Architectural Writing	X	X	

Is attendance at the proposed branch campus, additional site, teaching site, study abroad or online program required for completion of the NAAB-accredited degree program?	Remote students may take the entirety of the curriculum online, or can enroll in onsite sections if they are local for a time. Local students may take the entirety of the curriculum onsite, or can enroll in online sections for their convenience.
Who has administrative responsibility for the program at the branch campus? Is this person the same as the administrator for the program at the main campus?	Korrin Howard, NCIDQ, Assoc. AIA, the Program Director for Architecture, administers both the onsite and online curricula.
To whom does this individual report?	Trevor Bullen, AIA, NOMA, Academic Dean, School of Design
Where are financial decisions made?	Online and onsite sections are both governed by a single institutional budget.
Does the program at the branch campus have its own faculty?	No
Who has responsibility for hiring the faculty for the program at the branch campus? Is this person the same as the person responsible for hiring the program faculty at the main campus?	Korrin Howard, NCIDQ, Assoc. AIA, the Program Director for Architecture, hires and supervises both the onsite and online faculty.
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus? Is this person the same as the person responsible for rank, tenure, and promotion of the program faculty at the main campus?	Faculty teach in both online and onsite modes, and are governed by unified rank and promotion practices administered by the College's provost.
Does the branch campus have its own curriculum committee?	No; online and onsite curricula are identical
Does the branch campus have its own admissions committee?	No



Does the branch campus have its own grievance committee?	No
Does the branch campus have its own resources for faculty research and scholarship?	No
Does the branch campus have its own AIAS or NOMAS chapter?	No
Does the branch campus maintain its own membership in ACSA?	No