



**Dunwoody College of Technology
School of Architecture**

Continuation of Candidacy Visiting Team Report

Bachelor of Architecture (158 credit hours)

The National Architectural Accrediting Board
September 26, 2017

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. **Summary of Visit**

a. **Acknowledgments and Observations**

The NAAB accreditation team thanks the Dunwoody Department of Construction Sciences and Building Technology's architecture program for its hospitality, assistance, and good spirits during our visit. The administration was extremely helpful in providing all necessary information as the team proceeded through the review process before and during the visit. Throughout the entire review, Program Manager John Dwyer, faculty and students were receptive and available to provide information and feedback. The digital materials, including student work, were efficiently and clearly presented and were well organized. The additional physical materials of student models in the team room augmented the team's understanding of the scope and level of the skills and knowledge of the students. The student digital works were efficient and comprehensive and included preliminary studies and process works, physical models, as well as final presentation materials. These materials enabled the team to develop a thorough perspective of the program and its accomplishments to this point of the continuation phase of candidacy.

Students at the School of Architecture appeared confident in their decisions to attend the program and proud of the educational climate of learning by doing that they are pursuing. They are trained to become proficient technical problem solvers and developed thinkers and are well cognizant of the demands and opportunities of their architecture education, along with the prospect of career opportunities it already has or will ultimately afford them. The student body reflects a rich balance of those with roots in the region. In general, they are articulate and possess a strong will and motivation to become practitioners.

Administrators of the Dunwoody College of Technology—from the president to the provost, dean, and program manager—are highly motivated and supportive of the new initiative to transform the AAS degree to a B. Arch. 2+3 program. The program enjoys great support from local practitioners and industry members. The support staff is collegial and highly competent in their area of expertise, providing valuable support for the students and the college.

Faculty members are competent practitioners in their area of expertise, are highly collegial and deeply engaged in the program. Their commitment is reflected in teaching excellence and the pursuit of meaningful architecture education, which is expanding as a known model for an integrated path to architecture licensure. The faculty demonstrates a broad engagement in academic pursuits beyond the classroom, which enriches the quality of the program. This provides opportunities for students' engagement in practice, and in opportunities to work side by side and in collaboration with them on real projects, including public interest and community outreach projects.

The architectural program, as a 2+3 model, is justifiably proud of a "culture of making" that melds classroom and studio work with hands-on learning by doing, particularly with interdisciplinary opportunities provided through the college's many design- and construction-related majors, as well as opportunities for practice and internship. Opportunities exist in both curricular and extracurricular modes for students to get engaged in local and global underserved community projects under the auspices of the "Public Interest Design Lab." This is becoming a core value for the program, from the initiation of a course of study through major group engagements, including Frog Town, Will Steger Wilderness Project, and a collaboration with Urban Build from Tulane City Center, New Orleans.

The location of the college and the campus is an essential aspect of the character of the architecture program at Dunwoody. The setting in a city with a rich history and complex urban context provides faculty and students many opportunities for exciting and challenging studio assignments, study of local architectural and urban landmarks, and the basis for much of the

practice of investigative skills and research in which the school community is engaged. Founded based on the historical industrial roots of the region, the school has made important connections with industry, especially in the building materials and products sectors, and with the support of the professional community.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
	A.8 Cultural Diversity and Social Equity B.10 Financial Considerations C.1 Research C.2 Integrated Evaluation & Decision-Making C.3 Integrated Design D.3 Business Practices D.4 Legal Responsibilities D.5 Professional Conduct		II.4.5 ARE Pass Rates

3. Causes of Concern

Seamless transition between AAS and B. Arch.

The students demonstrate proficiency in their technical abilities and communicate concepts graphically through their development in the first two years of the program. As students continue in the program past the Associate degree level, the focus shifts toward the development of conceptual design ideas. Students appeared to struggle with this transition, losing sight of the technical prowess they developed early in the program. Students voiced concern that a stronger bridge between the AAS and the B. Arch program curriculum is needed.

Advising at the Program Level

Student advising in the program is carried out between each studio instructor and his or her students. This relationship changes each time the studio cohort changes. The potential exists for inconsistent advising of individuals. As the program increases in size, the potential for inconsistency may arise. The current physical facilities for advising do not adequately provide for private discussion between student and advisor.

II. Progress on the Plan for Achieving Initial Accreditation

a) Program and Students

At the time of the team visit, the program has reached initiation of its fifth cohort of students, and the first cohort is due for graduation in spring 2018. The size of each cohort has increased. The teaching of courses is based on the 2+3 program's curricular structure, which has a strong focus on of technical knowledge and what the school calls an agility within the four areas of knowledge and skills in professional practice, design technology, building technology, and communication. The first two cohorts have now fulfilled their AAS degree program and are moving forward in the 3-year component of the Bachelor of Architecture degree requirements. They are more involved in conceptualization, abstraction, and implementation of comparison; critical thinking and reflection; and analysis of solutions in

architecture design projects. The team was not provided with sufficient materials to review the evidence of students' projects demonstrating their ability to synthesize a wide range of variables into integrated architectural design solutions. However, the team was able to detect the attempts being made in restructuring the curriculum to overcome deficiencies.

b) Human Resources

Faculty are being added as the enrollment increases, to meet the instructional demands of the program. Currently, there are four full-time faculty, which is an increase of one from 2015, and seven adjunct faculty in the program.

c) Physical Resources

The program has just completed a renovation of the red level of the college main building to provide for current and projected growth of the program. Improved spaces include studio and classrooms. The college library is projected to expand beginning later this year.

d) Information Resources

Information resources are being supplemented with the donation of the library collection of the now-closed Art Institute School. A budget allocation has been identified for additional information resources, including books, periodicals, and electronic databases and resources.

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III. Progress Since the Previous Site Visit (2015)

2009 Criterion A.2, Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.*

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion A.2 Design Thinking Skills has been offered in courses 3102 and 3202 in the third year of the B. Arch. program. This criterion is **Met**.

2009 Criterion A.9, Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion A.9, Historical Traditions and Global Culture, is now mapped into A.7. History and Global Culture in the 2014 Conditions, and is being offered in courses 3203 and 4104. This criterion is **Met**.

2009 Criterion A.10, Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion A.10 Cultural Diversity is now mapped into A.8 Cultural Diversity and Social Equity in the 2014 Conditions and is being offered in course 4203. This criterion is **Not Yet Met**.

2009 Criterion A.11, Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*

Previous Team Report (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion A.11 Applied Research is now mapped into Realm C, Criterion C.1, and has not yet been taught. This criterion is **Not Yet Met**.

2009 Criterion B.1, Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions*

(including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion B.1 Pre-Design is still B.1 in the 2014 Conditions and is being taught in 3202 and 1103 Site Analysis course (no longer being taught), and the subject is included in Site Planning Studio 3102. This criterion is now **Met**.

2009 Criterion B.2, Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

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

[2017 Visiting Team Assessment]: Criterion B.2 Accessibility, is now mapped into B.3 Codes and Regulations in the 2014 Conditions, and is being taught in 4202 and 3102 courses. This criterion is now **Met**.

2009 Criterion B.3, Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Sustainability is no longer a stand-alone criterion in the 2014 Conditions. For the courses addressing this subject please refer to the VTR 2017 sections on the SPC.

2009 Criterion B.5, Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

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

[2017 Visiting Team Assessment]: Criterion B.5 Life Safety is now mapped into B.3 Codes and Regulations in the 2014 Conditions, and is being taught in 1202, 1203 2102 courses. This criterion is now **Met**.

2009 Criterion B.6, Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

- | | |
|--|----------------------------|
| A.2. Design Thinking Skills | B.2. Accessibility |
| A.4. Technical Documentation | B.3. Sustainability |
| A.5. Investigative Skills | B.4. Site Design |
| A.8. Ordering Systems | B.5. Life Safety |
| A.9. Historical Traditions
and Global Culture | B.7. Environmental Systems |
| | B.9. Structural Systems |

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion B.6 Comprehensive Design is now mapped into C.2 and C.3 in the 2014 Conditions. Courses that address these SPC are scheduled to be offered later in the curriculum.

2009 Criterion B.7, Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion B.7 Financial Considerations is now mapped into Criterion B.10 in the 2014 Conditions. It is the only element among the four elements of this criterion that has not yet been taught. This criterion is **Not Yet Met**.

2009 Criterion B.8, Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.*

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion B.8 Environmental Systems is now mapped into Criterion B.6 in the 2014 Conditions. It is offered in 2204 and 1201 courses. This criterion is **Met**.

2009 Criterion B.11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.*

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

[2017 Visiting Team Assessment]: Criterion B.11 Building Services Systems Integration is now mapped into Criterion B.9 in the 2014 Conditions. It is offered

in 2102 and 2104 courses. This criterion is **Met**.

2009 Criterion C.2, Human Behavior: *Understanding* of the relationship between human behavior, the natural environment, and the design of the built environment.

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Human Behavior is no longer a stand-alone criterion in the 2014 Conditions. For the courses addressing this subject please refer to the VTR 2017 section on the SPC.

2009 Criterion C.3, Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

Previous Team Assessment (2015): A review of student work in ARCH 2103 Project Management does not provide evidence that this criterion is met. Student-executed case studies present deep and critical analysis of firm structures and project delivery methods, and the course syllabus makes reference to “architectural service contracts” and “building contract structures”; however, no parallel analysis of the impact and perspective of a broad spectrum of clients and user groups, especially those in the public and community domains, is evident in student work

[2017 Visiting Team Assessment]: Client Role in Architecture is no longer a stand-alone subject in the 2014 Conditions. It is part of Criterion D.1 Stakeholders Roles in Architecture. This criterion is **Met**.

2009 Criterion C.5, Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion C.5 Practice Management is now mapped into Criterion D.3 Business Practices in the 2014 Conditions. It is covered in 2102 and 2104 courses, which have not yet been offered. This criterion is **Not Yet Met**.

2009 Criterion C.6, Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion C.6 Leadership is not included in the 2014 Conditions.

2009 Criterion C.7, Legal Responsibilities: *Understanding* of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

Previous Team Assessment (2015): This criterion is **Not Yet Met**. Student work in ARCH 1202 Studio 2 and ARCH 2101 Studio 3 showed evidence of an understanding of certain building codes, accessibility laws, and zoning ordinances. However, there was no evidence of an understanding of the architect's responsibility to the public and the client as determined by the other numerated laws and ordinances of this criterion.

[2017 Visiting Team Assessment]: Criterion C.7 Legal Responsibilities is now mapped into criterion D.4 in the 2014 Conditions. It remains **Not Yet Met**.

2009 Criterion C.8, Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.*

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum. This criterion is **Not Yet Met**.

2009 Criterion C.9, Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.*

Previous Team Assessment (2015): A course addressing this criterion has not yet been offered, but is scheduled to be offered later in the curriculum.

[2017 Visiting Team Assessment]: Criterion C.9 Community and Social Responsibility is not included in the 2014 Conditions.

2009 Requirement I.3.2, Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

Previous Team Assessment (2015): This condition is not yet applicable because this is an Initial Candidacy Visit. Therefore, Annual Reports and NAAB Responses have not yet been submitted.

[2017 Visiting Team Assessment]: Between the last visit in 2015 and this visit in 2017, one Annual Report was submitted, in November 2016.

2009 Requirement II.4.4, Public Access to APR & VTR: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

Previous Team Assessment (2015): This criterion is not applicable because the APR-IC and the team visit are for an Initial Candidacy. In the APR-IC, Dunwoody has indicated that it will provide electronic links to the documents noted once the program achieves candidacy for accreditation.

[2017 Visiting Team Assessment]: The required links to the APR and VTR exist on the college website.

2009 Requirement II.4.5., APR Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents, either by publishing the annual results or by linking their website to the results.*

Previous Team Assessment (2015): This criterion is not yet applicable. Students are not eligible to take the ARE yet.

[2017 Visiting Team Assessment]: This criterion continues to be not yet applicable. Students are not yet eligible to complete the ARE.

IV Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2017 Analysis/Review: The Bachelor of Architecture program at Dunwoody College of Technology is the product of a progressive and visionary advisory committee formed in 2010 based on the ideals and needs of the local professionals and academic community, as an evolution and expansion of one of the college's original two-year associate degree programs founded in 1914.

Dunwoody is a private, nonprofit, endowed institution of higher education, which is the oldest institution of its kind in the Upper Midwest, with an international reputation for its educational programs and a noble goal for providing equal opportunity for education and learning useful trades and crafts for all young people, regardless of their origin and differences. Because of the income from the original endowment established by Mr. and Mrs. Dunwoody, supplemented with annual gifts from alumni, friends, and industry-business-labor, student tuition at Dunwoody is lower than at many other private institutions.

Throughout the years, Dunwoody students have been trained for technical employment as adept professionals to meet industry demands and technological changes. The college has been nationally recognized as one of ten "Institutions of Excellence" by the National Center of Research in Vocational Education in Berkeley, California. The college benefits from an international reputation gained through development of technical education programs and consulting activities in over 20 foreign countries, with high rates of placement and a large number of supportive alumni.

Dunwoody Technical College's goal is nurturing responsible design professionals, as contributing citizens, able technicians and leaders with four founding principles to, 1) harness the capacity of established and emerging design; 2) embrace changes in building technologies; 3) nurture professional leaders in architecture; and 4) pursue the broad modes of architectural communication methods.

By the same token, the mission of the architecture program at Dunwoody is *"to educate students to realize the architectural possibilities of technological change and become leaders in the profession of architecture."*

The proposed program is a five-year full-time professional bachelor's degree as a 2+3 program with a strong emphasis on evolving design and building technologies, to be offered within the Construction Sciences and Building

Technology Department. The program, based on the tradition of the college, has close ties to the profession and industry.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2017 Analysis/Review: The learning culture of the program is a direct response to the region's specific needs and demands of the profession. As a 2+3 program, there is a strong emphasis on technical and empirical knowledge in the first two years toward the AAS degree, influenced by the rapid technological change of this era. However, the learning culture of the next three years toward the bachelor of architecture degree is influenced by various opportunities that transform the art and discipline of architecture with a base rooted in critical thinking and reflection, as well as a deeper grasp of the professional practice of architecture, and opportunities for interdisciplinary and real-world design projects.

The program learning culture is about developing graduates that are highly poised professional leaders and entrepreneurs, who are trained to become licensed practitioners. Graduates are attracted to serve public interest design needs and to be adept at digital fabrication opportunities. During the first two years of the program, the focus is on gaining proficiency in industry-standard design, documentation and project management skills, with the objective of making students highly employable, while following the NCARB's AXP program requirements. Students are engaged in a curriculum that provides job skills of immediate need and a class schedule conducive to working within the profession during the academic year.

In the final three years of their program, students will remain critically engaged in the profession, through professional practice, accounting, business management, and marketing courses. In their final year, students will also focus on studying for the Architect Registration Exam and can choose to take the exam before graduation.

The learning culture of the program is focused on maintaining a collegial learning environment that strongly encourages collaborative learning, positivism, mutual respect, and innovative thinking, as well as cross-disciplinary collaborations with other programs, healthy work/school/life balances, a strong work ethic, and careful time management. The program's core values—inclusion, innovation, integrity, excellence, and tradition—complement the mission of the program. The faculty's strong culture of practice encourages lifelong learning by students.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: The team found evidence in the APR on pages 10-13 of diversity and EEO/AA institutional initiatives and policies. The college's inclusiveness statement was established at the founding of the school through the will of William Dunwoody, which said, "Provide for all time and 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." The Moore Multicultural Center has been established to meet the vision and mission of the college diversity plan and provide a physical space for students, staff, and faculty to celebrate, embrace, and encourage multiculturalism at the college.

Two programs of the college are designed to increase the diversity of the student population. The Youth Career Awareness Program (YCAP) recruits students in underrepresented areas and provides career seminars for pay in lieu of summer jobs for high school students. The program then provides mentoring and support for students who enroll in the college. The Women in Technology Careers (WITC) program offers scholarships for women who apply for technology programs, including architecture. Both programs are funded to the extent that scholarship support can be raised. Currently 40 scholarships per year for the YCAP and 40 scholarships per year for the WITC are offered across the college and are available for the architecture program.

The college supports a diverse faculty and administration, as evidenced by their vision and mission statements, and through EEO/AA policies clearly articulated in the careers page of the institution website.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2017 Analysis/Review:

Collaboration and Leadership: The program is developing a culture of collaboration through team projects beginning in the third year that engage public-interest clients such as the Will Steger Wilderness Center (nature and sustainability) and the Frogtown area of St. Paul, which is home to a large Hmong immigrant population. Students also participate in AIAS, the student chapter of CSI, and AIA Minnesota. They designed and fabricated one of the installations for the Skywalk Open, which engages architects and business leaders throughout downtown Minneapolis.

Design at Dunwoody is intertwined with technological skill as the foundation of the curriculum, and its design technology encompasses all tools and media for representing, testing, visualizing, documenting, and simulating architectural works. The first two years of the curriculum focus on acquiring traditional agility, while the remaining three years explore the possibilities of evolving or discovering new architectures from established or emerging design technologies. This also entails engaging in the evolution or development of new design technologies. Therefore, design is an integrative and decision-making process that occurs throughout all five years of the program at varying levels of complexity and ability. Integrative design is introduced in the 2nd year of the curriculum and practiced throughout the studio sequence. Studio 3 focuses on the integration of site, building systems, life safety, accessibility, and technical documentation within a given design process. Studio 5 explores the relationship between site, program, client, and environmental stewardship through the development of a public building for the Steger Wilderness Center. Studio 7 operates within an interdisciplinary team to discover the stakeholder roles and how they impact all aspects of integrative design and decision-making. While studios 9 and 10 are intended to be a culmination of a student's education in exhibiting integrative design skills and decision making, these courses have not yet been offered.

Professional Opportunity: The program offers a robust connection to professional practice by providing students with opportunities to volunteer for various architecture, design, and construction-related organizations from around the state and internationally, as well as events hosted locally by AIA-MN. These opportunities allow for students to interact directly with leaders in the profession. The program strives to effectively transition students from academia to licensure. Faculty plays a crucial role in the integration of students to the profession by maintaining strong relationships with potential employers. Similarly, the program advisory committee assists in presenting students with internship opportunities during their academic period and after graduation.

Stewardship of the Environment: The program states: "It is the department's intention to approach the stewardship of the environment with the same agility as design itself." In Studio 5, the students work directly with climate change activist Will Steger in a design-build project that yields environmentally sensitive solutions to longtime problems.

Community and Social Responsibility: The program is focused on creating a new generation of young licensed architects who have the potential to transform the profession; as a result the program identifies a number of ideals that are integrated into the curriculum as initiatives to establish partnerships with local communities. These ideals create a circular integration between studio work and work in the community. It is evident that these experiences have expanded the growth of the student population. Today, the program continues to evolve, now seeking to expand its reach beyond the local community into a study abroad program.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multiyear objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review:

Evidence of the presence of long-range planning was found on page 18 of the APR and in interviews with the college president, provost, dean, and program manager. The college has established a strategic plan,

and has involved the architecture program manager in the development of that plan. The Program Advisory Committee meets quarterly, assesses progress annually, and recommends adjustments to the long-range plan. The architecture program faculty has developed one-, three-, and five-year plans for acquiring resources, developing curriculum, recruiting, and establishing collaborative relationships.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify 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.

2017 Analysis/Review:

The program is heavily involved in using various approaches for self-assessment. The program works collaboratively with the college and the Program Advisory Committee to perform self-assessment. The exploratory committee for the Bachelor of Architecture degree has evolved into the Program Advisory Committee with several members of the local architecture and building community. Currently, this committee is composed of 25 professional leaders. This committee continues the responsibility to oversee, monitor, and guide the development of curricula and expansion of resources for the program, by participating in meetings, studio reviews, and gathering views from students, faculty, and graduates. The committee members are also involved in mentorship, internship, accreditation, establishment of awards, and scholarship. The Program Advisory Committee assists in identifying faculty diverse in background and in cultural experience.

In addition to the assessment information provided by the curriculum committee, the program employs the college's system of evaluation for the quality of teaching. This evaluation is executed by the department dean, college administration, and program manager. Each faculty member engages in a self-assessment before evaluation.

Students participate in assessment of faculty and curriculum by two means. The Noel-Levitz Student Satisfaction Inventory allows students to express their satisfaction with the educational experience. Students are encouraged to complete an End-Of-Course Student Survey for each course. Results of both surveys are evaluated by the dean, program manager, and associated instructor.

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

The program organizes its self-assessment procedures for student performance around its four program outcomes, which correlate to the four founding principles of design, technology, the profession, and communication. The curriculum is assessed biannually by the program based on program outcomes, assessment tools, benchmarks, and responsibilities of the stakeholders. In 2015, the program established a Curriculum Committee, which is composed of a member of the Program Advisory Committee, a member of the college administration, a full-time faculty member, an adjunct faculty member, student representatives, and a committee chair. The primary roles of the committee are to review and approve proposed courses and to provide recommendations for curriculum changes.

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

At the institutional level, each course and program are reviewed for curriculum approval by the Curriculum Quality Council (CQC), an interdisciplinary committee composed primarily of faculty, academic deans and program managers who raise questions and provide recommendations to improve a course or program.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2016 Team Assessment: Dunwoody College of Technology offers faculty a number of resources to aid in their development both as instructors and as technicians. Faculty instructional development is coordinated and provided by the Faculty Development Program; technical development is coordinated and provided by Human Resources and/or in collaboration with the program manager. There are a variety of activity topics provided through face-to-face workshops, online modules, and small group settings for the purpose of improving instruction. These developments are focused on:

1. Strengthening their instructional capacity through growth in knowledge, application, and reflective practice,
2. Making choices about content, delivery, and evaluation that focus around effective instruction and student learning,
3. Formulating an identity about themselves as educators informing their short- and long-term professional goals, classroom policy, and educational philosophy.

As part of setting yearly expectations, instructors will develop a plan in collaboration with their managers through a structured schedule and one-on-one exposure, monitoring activities and self-reflections. The activities offered by the Faculty Development Program contribute to a yearlong, continuous effort toward improving instruction. These activities include: new faculty orientation, career and technical education courses, faculty in-service, regular small-group workshops, and learning communities.

Technical development opportunities are available for faculty through Human Resources and in coordination with department managers. These opportunities consist of a number of activities for the purpose of developing an instructor's effectiveness as a professional representative of his/her respective field, including developing content-area expertise.

There are also internal and external resources available to faculty, such as the Butler Learning Resource Center to inform and update instructors and their practice. The Crosby Fellowship for Learning Excellence and Innovation is awarded annually to one or a team of up to four full-time faculty. There is a balance between the professional and academic representation with covered expenses for faculty who choose or are selected to attend American Institute of Architects panels, conferences, and conventions at city, state, regional, and national levels, as well as ACSA and ACADIA participation for one member a year for each of their yearly conferences.

Faculty members are either full-time instructors or adjunct instructors. The workload at this point in the evolution of the program seems balanced with full-time faculty teaching 10 to 12 credit hours and adjuncts teaching 1 to 5 credit hours per semester. Administrative and support personnel are adequate for the current size of the program.

The program has not identified an Architect Licensing Advisor (ALA) at the time of this visit.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Demonstrated

2017 Team Assessment:

The architecture program is housed in the Dunwoody College main campus building, with most of the space allocated to the program on the red level. Newly completed renovations on the red level have created a large main studio space and smaller supporting studios for studio-based learning.

Didactic learning occurs in classrooms dedicated to the architecture program. Additionally, general classrooms for the college can be assigned as needed to meet didactic learning needs. Interactive learning is supported by digital and fabrication lab spaces on the red level and a wood shop on the green level.

An office for the program director and a congregate office for faculty are provided. The faculty office is located one level above the red level and is only accessed via stairs. Alternative accommodation must be provided for handicapped students or faculty. A room on the red level is used for advising; however, it does not provide privacy.

Information resources in the form of books and periodicals are housed in the Design Library. Additionally, digital resources are available via laptops, which are provided to all architecture students.

Evidence of this condition was found in the APR on pages 21-27. The renovation has provided adequate space for the anticipated increase in the program enrollment.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2017 Team Assessment:

The revenue and expense statement for the previous four years and revenue and expense projections for the next five years are provided on pages 50-51 of the APR. The program finances are tuition based, with a 50% contribution to the college from tuition that funds maintenance and utilities, computer hardware and software, information resources, marketing, recruiting and all other college expenses.

The program has experienced and is anticipating growth in enrollment as it expands with new cohorts, initial accreditation, increased exposure, improved spaces, expanded faculty, and a stronger presence in the community.

A capital campaign launched in 2014 is continuing, and has already funded renovations to expand the space available for the architecture program. The program director maintains a strong relationship with college administration, which is very supportive of the program development.

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

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

[X] In Progress

2017 Team Assessment: The Design Library was established in 2015. The collection of books totals approximately 1,100 volumes. A number of periodicals are available as well. Recently, the Art Institute School in Minneapolis closed and agreed to donate its design library collection to the program; however, it has not yet been received. The library director has established a budget to continue supplementing the collection for the Design Library. The library director is in the process of initiating systems required to enroll the college in the interlibrary loan program.

"Lynda" subscriptions and workstations for online learning are provided in the Design Library for student use. The design library has two virtual reality workstations available for student and faculty use.

The college web portal enables access to the EBSCO Database, research guides, and a curated list of external sources of information to support the research needs of faculty and students.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated

2017 Team Assessment:

The administrative structure has been established and is indicated on page 54 of the APR. The architecture program manager reports to the dean of Construction Technologies and Building Sciences. The dean reports to the provost.

The faculty, staff and students participate in the governance of the program through participation in the Program Advisory Committee and the Curriculum Committee. The program manager participates in the Academic Leadership Council and monthly program manager meetings. As a small college evolving from a technical school, there is limited opportunity for participation by students and faculty in institutional governance.

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CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a pre-professional program and those entering an accredited program from a non-pre-professional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, links, and other materials.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2017 Team Assessment: Evidence of graphics was found in course 2102. Evidence of writing was found in course 2104, and evidence of speaking in course 2102.

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2017 Team Assessment: Evidence of Design Thinking Skills was found in Arch 3102 and Arch 3202.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2017 Team Assessment: Evidence of Investigative Skills was found in 1104, 4104 and 3103.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidence of Architectural Design Skills was found in courses 3102 and 4102.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2017 Team Assessment: Evidences of Ordering Systems was found in courses 3201 and 3202.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2017 Team Assessment: Evidence at the ability level of Use of Precedent was found in Arch 2202, Arch 3102, and Arch 3103.

A.7 History and Global Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2017 Team Assessment: Evidence at the level of understanding of History and Culture was found in Arch 3203 and Arch 4104.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Not Yet Met

2017 Team Assessment: There is no evidence of teaching Cultural Diversity and Social Equity as of yet.

Realm A. General Team Commentary: Architecture students at Dunwoody appear to be able to analyze, develop ideas, build abstract relationships, and follow methods of investigation and data gathering. Students in their first two years, particularly, are demonstrating ability and a good grasp of usage of a broad range of presentational skills to convey their design thinking ideas including, drawing, sketching, 3D modeling and rendering, writing, and speaking. The team found the students to be articulate speakers and fluent writers.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2017 Team Assessment: Evidence of student achievement at the level of ability was found in Arch 3202 Studio 6 - Program and Client, and Arch 1103 - The Site. Arch 1103 has since been discontinued and that material will be covered in studio work.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the ability level was found in student work prepared for Arch 4202 Studio and Arch 3102 Studio 5 Site and Precedent.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2017 Team Assessment: Evidence of student achievement at the ability level regarding life safety was found in student work prepared for Arch 1202 Studio 2 Documentation, Arch 2102 Studio 3 Design Development, and Arch 1203 Building Codes and Regulations.

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2017 Team Assessment: Evidence of student achievement at the ability level was found in student work prepared for Arch 1201 Construction Documents and Arch 1202 Studio 2 Documentation.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2017 Team Assessment: Evidence of student achievement at the ability level was found in student work prepared for Arch 2203 Statics and Material Strengths.

B.6 Environmental Systems: *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2017 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for Arch 1201 Construction Documents and Arch 2204 Building Envelope and Environment.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2017 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for Arch 1202 Studio 2 Documentation, Arch 1204 Structure & Envelope, and Arch 2104 Building Service Systems.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products,

components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2017 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for Arch 1202 Studio 2 -Documentation and Arch 2102 Studio 3 - Design Development.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for Arch 2102 Studio 3 – Design Development and Arch 2104 Building Service Systems.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Yet Met

2017 Team Assessment: Evidence of student achievement at the understanding level was found in Arch 3102 Studio 5 – Site and Precedent. Course work in project financing methods and feasibility, construction scheduling, operational costs and life-cycle costs have not yet been offered.

Realm B. General Team Commentary: The student work in this realm demonstrated the required student achievement, much of it at a high level. Course work covering much of the content related to financial considerations has not yet been offered in the program. Students demonstrated strong abilities in technical documentation of their work, particularly in Structural Systems and Building Service Systems.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Not Yet Met

2017 Team Assessment: Course work for this SPC has not yet been offered.

C.2 Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Not Yet Met

2017 Team Assessment: Course work for this SPC has not yet been offered.

C.3 Integrative Design: *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.

[] Not Yet Met

2017 Team Assessment: Course work for this SPC has not yet been offered.

Realm C. General Team Commentary: No commentary is provided for Realm C as course work has not yet been offered to evaluate this realm.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2017 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for Arch 2103 Project Management.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met

2017 Team Assessment: Evidence of student achievement at the understanding level was found in student work prepared for Arch 2103 Project Management.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Not Yet Met

2017 Team Assessment: Course work for this SPC has not yet been offered.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Not Yet Met

2017 Team Assessment: Course work for this SPC has not yet been offered.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Not Yet Met

2017 Team Assessment: Course work for this SPC has not yet been offered.

Realm D. General Team Commentary: Course work for three of the five SPCs in this realm has not yet been offered. The work in the first two SPCs is acceptable, but it is difficult to assess the realm until evidence for all of the SPCs is available to review.

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PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2017 Team Assessment: The institution is accredited by the Higher Learning Commission, a commission of the North Central Association.

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

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

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

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

[X] Met

2016 Team Assessment: The program degree is listed as a B. Arch. in all college materials, and complies with the minimum credit hours for the degree specified in the NAAB Conditions for Accreditation.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2017 Team Assessment: The program has proper and sufficient documentation for evaluation of student academic course work related to satisfying NAAB Student Performance Criteria upon admission to the B. Arch. program. The evaluation of an associate degree is clearly articulated in the admission process. The team reviewed examples of transfer student files.

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PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2016 Team Assessment: The required statements for Continuing Accreditation and Candidacy were found on the architecture page of the institution website under accreditation.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The required documents are provided through links on the architecture program website on the accreditation page.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2017 Team Assessment: The program makes accessible the following resources to all students, parents, staff, and faculty via the following links:

[The NCARB Handbook for Interns and Architects](#)

[Toward an Evolution of Studio Culture](#)

[The Emerging Professional's Companion](#)

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: The 2015 APR-IC and the 2015 VTR are available on the college website. The links are provided at <http://www.dunwoody.edu/architecture/accreditation/>

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Not Applicable

2017 Team Assessment: This condition is not applicable. Students are not eligible to complete the ARE yet.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of pre-professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2017 Team Assessment: The application forms are available online, and admission requirements are clearly articulated. The forms and process for evaluation of pre-professional transfer students are well defined. Financial aid and scholarship information is available on the college website, along with the identification of student diversity initiatives.

Students are provided advising on both a college and program level. The program level advising is conducted by the studio instructors, which works with the size of the program, but may need to be formalized with program growth.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

- 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.

[X] Met

2017 Team Assessment: Access to financial aid and scholarship information for students was found on the college website under admissions, along with links to the financial aid office. A complete estimate of tuition costs, fees, books and other materials for the program was also found on the admissions site.

FINAL DRAFT

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Met

2017 Team Assessment: Since the last visit in 2015, the program has submitted one annual report, in the fall of 2016.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Met

2017 Team Assessment: See above.

FINAL DRAFT

V. Appendices:

Appendix 1. Conditions Met with Distinction

A.3 Investigative Skills.

Student projects and related assignments demonstrated a high level of ability for gathering, assessing, recording, evaluating, and analyzing relevant information.

B.5 Structural Systems

Student work indicated thorough comprehension of the components of a building structural system, including documentation of foundations, gravity forces, lateral forces, live and dead loads and their integration with other building systems.

B.9 Building Service Systems

Students demonstrated a high level of understanding of building service systems and documented them well in their studio work.

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Appendix 2. Team SPC Matrix

		D.5	D.4	D.3	D.2	D.1	REALM I	C.3	C.2	C.1	REALM I	B.10	B.9	B.8	B.7	B.6	B.5	B.4	B.3	B.2	B.1	REALM I	A.8	A.7	A.6	A.5	A.4	A.3	A.2	A.1	REALM I				
	ASSOCIATE OF APPLIED SCIENCE																																		
Semester 1	ARCH 1102 Studio 1 - Drawing Mechanics																																		
	ARCH 1203 Building Code & Regulations																																		
	ARCH 1104 Building Systems																																		
Semester 2	ARCH 1201 Construction Docs																																		
	ARCH 1202 Studio 2 - Documentation																																		
	ARCH 2203 Material Strengths																																		
Semester 3	ARCH 2102 Studio 3 - Design Dev.																																		
	ARCH 2103 Project Management																																		
	ARCH 2104 Service Systems																																		
Semester 4	ARCH 2105 Economics of Practice																																		
	ARCH 2201 Portfolio																																		
	ARCH 2202 Studio 4 - Assemblies																																		
Semester 5	ARCH 2204 Environment Systems																																		
	ARCH 2205 Economics of Building																																		
	BACHELOR OF ARCHITECTURE																																		
Semester 6	ARCH 3101 Seminar A - Design Thinking																																		
	ARCH 3102 Studio 5 - Site & Client																																		
	ARCH 3203 Architecture History I																																		
Semester 7	ARCH 3201 Seminar B - Ordering Systems																																		
	ARCH 3202 Studio 6 - Program & Context																																		
	ARCH 4104 Architecture History II																																		
Semester 8	ARCH 4101 Seminar C																																		
	ARCH 4102 Studio 7 - Interdisciplinary																																		
	ARCH 4103 Structures																																		
Semester 9	ARCH 3103 Architectural Theory																																		
	ARCH 4205 Seminar D																																		
	ARCH 4204 Studio 8 - Abroad																																		
Semester 10	ARCH 4204 Studio 8 - Culture																																		
	ARCH 4203 Public Interest Design																																		
	ARCH 5101 Seminar E																																		
Semester 11	ARCH 5102 Studio 9 - Comprehensive I																																		
	ARCH 5103 - Pro Practice																																		
	ARCH 5201 Seminar F - Practice																																		
Semester 12	ARCH 5202 Studio 10 - Comprehensive II																																		
	ARCH 5203 Applied Research																																		

Student Work for Fall 2017 NAAB Team Visit

SPCs Not Yet Met



Appendix 3. The Visiting Team

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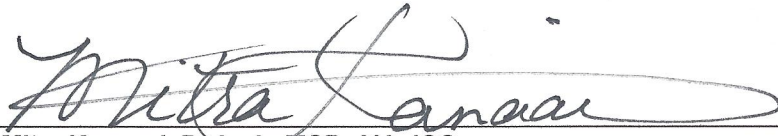
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FINAL DRAFT

VI. Report Signatures

Respectfully Submitted,




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Team Chair

Representing the Academy



Jorge Encarnacion
Team Member

Representing the Profession



Michael Broshar, FAIA
Team Member

NAAB Representative