

2023 Visiting Team Report

Dunwoody College of Technology
Department of Architecture

B.Arch.

Continuing Accreditation Visit
April 10-12, 2023

The logo for the National Architectural Accrediting Board (NAAB) is displayed in a large, bold, white font against a black background. The letters 'N', 'A', and 'B' are significantly larger than the 'A's, and the 'A's are positioned between the 'N' and 'B', creating a stylized, overlapping effect.

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I. Summary of Visit

a. Acknowledgments and Observations

The NAAB visiting team wishes to thank the leadership, faculty, students, and staff of Dunwoody College Department of Architecture for their hospitality, and the cooperation and congeniality exhibited during the virtual site visit (VSV). Architecture Program Director Korrin Howard has been a gracious host and has been fully available to the team both before and during the visit. Dean of the School of Design, Trevor Bullin, and Provost Scott Stallmann were very generous with their time and helped the team understand the current status of the department, the future aspirations for its growth and development, and its importance to the college and the community. Their engagement is an expression of their commitment to the college, the department, and the students. The team also wants to thank Dr. Rich Wagner, President of Dunwoody College for taking the time to join for the exit report. The faculty, students, staff, alumni, and professional advisors the team met were all open, responsive, and willingly shared their views.

Dunwoody is a unique institution. Guided by its founder's wish to "train individuals to enter the workforce." Dunwoody's vision is to be a national leader in technical education. Over time, the school, employing its "hands on" approach, has developed a broad, technically oriented curriculum aimed at producing graduates who will "be productive on day 1" of the career field they have chosen to enter. The college is closely linked to industry and the community and draws upon these partners for support and advice.

The architecture program has its roots in the Dunwoody technical vision, and embraces the enhanced, evolving vision to provide opportunity to a diverse cadre of students to study, learn and experience architecture, enabling them to successfully enter and grow in the profession. Additionally, the department has initiated a strong outreach program in an attempt to reach underserved communities and provide access to the profession of architecture for individuals from a wider range of backgrounds. Initially developed as a two-year drafting curriculum, the program has grown into a unique 2+3 program whose initial two years focus on technical tools and process (leading to an Associate's Degree) and expands in the later three years into a deeper exploration of design. Curriculum sequence, class schedules, and networking opportunities have been structured to encourage students to work in the profession while enrolled in the program. This serves both to enhance student learning through real world experience and maximize placement upon graduation. 90% of students currently in the program are working for local firms.

Over the last three years the department has worked through what has been described as "the perfect storm" of changes that have rippled through the program from top to bottom. Administratively, the architecture program was combined with the interior design and graphic arts programs into the newly formed School of Design (SoD). The goal of the new school is to create, enhance and encourage a design culture and develop more collaboration and synergy among the faculty and students. To better align with the 2+3 operational set-up, the NAAB 2020 Conditions, as well as guidelines from other accrediting agencies, the curriculum was restructured, and course content was regrouped and realigned. And, as a part of the initiative to broaden outreach and better serve student needs, the full curriculum is now being rolled out fully on-line. While each of these elements in their own right present the program with considerable challenges, through the leadership of Dean Bullen and his administrative and faculty team, the program is systematically working through each of these challenges and has made significant progress toward their resolution.

The visiting team found the faculty to be collegial, supportive, and work well together. The 13 full and part-time faculty members have a good understanding of the unique culture and mission of

the college and continually work within this framework to provide students with the information, mentorship, and support that are a hallmark of the program. They hold a positive vision of the department and work with the administration, students, and local practitioners to continually enhance the quality of the program.

As a result of the college's focus on reaching out to underserved and non-traditional communities, the current program student body is composed of a diverse mix of ages, cultures, races, backgrounds, and experiences that has enriched the program's culture. Through sharing experiences, collaborating on projects, and student-to-student mentoring, the students all contribute to the growth and understanding of the group. While the team was only able to meet with a limited number of students, the students the team was able to meet were open, thoughtful, enthusiastic, and excited about the opportunity the program affords them.

Overall, the program assesses their efforts through the success of graduate placement, which annually is above 95%. However, the program has come to realize that most of the assessment information that has been used is more anecdotal than factual. As a part of the restructuring of the program administration, an expanded process of assessment and review, coupled with new tools, focused data, and reconstituted student and professional advisory groups, is being evolved which will enable the program to enhance its outreach, content, and support as it looks to grow in the years to come.

Most of the Dunwoody College campus is contained in a single building in downtown Minneapolis. While the architecture department's facilities are conveniently grouped together on several levels, the proximity of the college's labs, library, display spaces, lecture halls, and support facilities encourage and enable collaboration between various departments which leads to expanded learning opportunities for the students. Recently the department's facilities were renovated, and new equipment was added to meet the changing needs of the students and the program. The department provides all students with computers equipped with the latest software tools along with other supplies and resources to support their work as they move through the curriculum.

The Dunwoody department of architecture has grown to become a contributing member of the Twin City area's professional community whose graduates are highly recruited. The program's alumni work at all levels, in offices large and small, throughout the region. Local professionals provide the program and its students with on-going support, advice, mentoring and resources. The changes currently being incorporated into the program are designed to enable the department to grow and evolve to meet the changing needs of the profession and the community.

The program has begun to offer the entire curriculum for years three, four, and five fully on-line. The dean and the program director stated that while the intent is to provide online students with a fully equal experience to those on campus, this is not yet the case. The program is looking for ways to provide the online students with the knowledge and experience that comes from the conferences, presentations, networking, mentoring, community service, and other supplement activities that are an integral (and required) part of the on-campus experience.

This new online offering may constitute a substantive change, which (according to the 2020 edition of the NAAB Procedures for Accreditation, section 6.5.2) may require review and approval from the NAAB Board.

b. Conditions with a Team Recommendation to the Board as Not Achieved (*list number and title*)

SC.6 Building Integration

4.2 Professional Degrees and Curriculum; 4.2.3 Optional Studies

5.2 Planning and Assessment

II. Progress Since the Previous Site Visit

2014 Conditions Not Met

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

Previous Team Report (2019): 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.

2023 Team Analysis: The program reviewed and revised the instruction provided in ARCH5103 Professional Practice, (see syllabus and lectures) with regard to the legal and ethical aspects of the practice of architecture (APR p. 5) and the visiting team found that the concern expressed during the previous visit has been adequately addressed. Per the 2020 Conditions & Procedures, this SPC is now a part of SC 2 Professional Practice. The various aspects of professional conduct were reviewed by the visiting team as a part of the comprehensive review of all the criteria of SC 2 and believe this criteria has been MET.

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. The B.Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B.Arch., M. Arch., or D. Arch. for a nonaccredited 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 *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

Previous Team Report (2019): 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.

2023 Team Analysis: The program's B.Arch. degree professional and general studies requirements are in line with the requirements of the 2020 Conditions (per the APR pp.100-106) and the Dunwoody College of Technology Catalog (catalog.dunwoody.edu). With regard to optional studies, following the 2019 review, the program moved forward with the introduction of topical studios along with mandatory seminars and mentorship programs all designed to introduce the students to the array of alternative fields available to them. The program is also planning to reintroduce the travel abroad programs which further broaden students' understanding of the profession. And, as a part of the revised curriculum, the program is developing a limited array of single credit hour, topical, courses that delve into different fields as well. While collectively these actions demonstrate an effort to introduce optional studies, because the new optional courses are not yet being offered, this effort falls short of the requirement to offer credit courses that are outside of the required professional studies curriculum. Therefore at this time this condition is not met.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis: Since the previous visit, the program has undergone significant administrative, leadership and organizational changes. While many of these changes were not directly driven by the change in NAAB Conditions, a brief mention here seems appropriate. Organizationally, the architecture program has joined the interior design and graphic arts programs in the newly formed School of Design. The SoD is under the direction of Dean Trevor Bullen AIA, NOMA and he has appointed Korrin Howard, Allied AIA as the Architecture Program Director. To better align the course offerings with the program's mission, the curriculum is currently being reordered to more closely meet the requirements of the program's stacked 2 + 3 curricular model.

In direct response to the adoption of the NAAB 2020 Conditions, the program initiated a series of incremental refinements to the curriculum and is developing a series of enhancements to the program's existing self-assessment process (APR pp. 10-11). While the overall curriculum remained generally intact, the program used this opportunity to perform an overall analysis of each course offering compared to the specific PC and SC requirements and modified or realigned course content to align more fully with these new guides. These refinements are incorporated in the curriculum changes being introduced as part of the overall curriculum reordering, which is currently in its final stages. The specifics of these course refinements are shown in both the PC/SC matrix and flowchart provided as part of the APR. The enhancements to the self-assessment program included the development and implementation of tools, metrics, and processes to be used in developing recommendations for improvements and additions to various aspects of the curriculum and the overall program.

Additionally, in an attempt to expand the program's outreach and better serve a growing non-traditional student group, two years ago, the program began offering all courses in the final three years of the curriculum online. The program admitted during discussions with the visiting team that implementation of this new aspect has had considerable challenges and the program is continually developing modifications and enhancements to elevate the online program to the quality and experience level of the on-campus program.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission *(Guidelines, p. 5)*

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.

- 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.
- 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).

Described

2023 Team Analysis:

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.' “ (APR, p. 21)

Dunwoody's context and mission are described in the APR (pp. 12-21), in the posted mission statement above, and were confirmed with the provost, dean, program director, staff, and students during the VSV. Dunwoody is a private, non-profit, endowed institution founded in 1914. Dunwoody's overarching commitment to career readiness and technological agility guides the values and strategic planning as well as the daily work and activities of the Architecture program. The college is located in downtown Minneapolis, MN, a diverse metropolis of nearly four million people. The college's location affords access to educational possibilities that might otherwise be out of reach for many students. The college further broadened its geographic reach and expanded access by developing an online B.Arch. degree delivery option during the 2021-22 academic year.

The architecture program is well situated professionally as the Twin Cities are home to a robust professional architecture community. Many design studios collaborate with community partners and thus engage with real world parameters. The five-year Bachelor of Architecture program is comprised of stacked “2+3” degrees; the two-year Associate of Applied Science Degree in Architectural Drafting and Design can stand alone or students can continue an additional three years on the B.Arch. track. The program benefits from its position within a small college (approximately 1,400 students) on a campus comprising just two buildings. This intimate setting reduces hierarchies among community members and leads to cross-department collaborative opportunities.

The architecture program is guided by four key pedagogical principles – Professionalism, Service, Technology, and Communication. There are opportunities for students and faculty to develop in these

areas both inside and outside the classroom. For example, students develop Professionalism and Communication skills by collaborating in teams and through public presentations. Students develop in Service by engaging with local community partners. Students develop in Technology by learning that software applications must be chosen appropriately and with intention. The program has several events that connect students with the professional community and has four active student organizations (AIAS, NOMAS, WIA, and CSI) that contribute to student learning and development.

2—Shared Values of the Discipline and Profession (Guidelines, p. 6)

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. (p.7)

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. (p.7)

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. (p.7)

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. (p.8)

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. (p.8)

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. (p.8)

Described

2023 Team Analysis: Through the APR and the discussions with faculty, students, and alumni, the team noted that the shared values are confirmed and integrated throughout the curriculum and non-curricular activities as well. The coursework helps students learn to express ideas and concepts of building, from programming and form through details. Work in design is collaborative and prioritizes different measures of success and the reasoning behind them. The first two years (ARCH2202 Studio 4) focus on technical design aspects of HSW and studies actual community design projects to understand building parameters and systems. The last three years (ARCH4102 Studio 7 Interdisciplinary) focus on "Learning-By-Doing," an interdisciplinary approach to study safety in the urban environment. The final year (ARCH5104 Studio 9 Comprehensive I; and ARCH5202 Studio 10 Comprehensive II) includes real world project design, inclusive of sustainability, equity, structure, and building science. Students also participate in the Search for Shelter workshop and present at the School of Design Expo.

Early in the program students work to understand building systems relative to codes and standards as expressions of needs to protect environmental factors in context of culture and community. ARCH 121 The Site evaluates and fixes design on the ethical impact of work on the environment. Students engage with partner clients (non-profits & community groups) whose missions are socially driven and related to environmental justice and/or climate mitigation (ARCH1231 Building & The Environment; and ARCH2104 Building Service Systems). ARCH3240 Material Studies discusses how impacts of extraction, manufacturing, and use are contrasted with the resultant environmental impacts. ARCH5103 Professional Practice teaches students they are the fiduciary to clients and public health, safety, and welfare as well as professional ethics and conduct.

The college has a posted DEI statement. The program is the most diverse in the college: 40% women, 33% of color. Collaboration in coursework creates expectations of commonality within the context of various backgrounds, interests, and capabilities. Faculty and staff participate with students in training with a variety of programs: Dunwoody DEI; Title IX; National Intercultural Leadership Program at AIA Minn.; Conversations in Equity, and NOMA MSP. Faculty members are active in Community Practice for Cultural Change at AIA Minn. Multiple paths to graduation with a 2+3 model allow for a diverse student population to move forward based on abilities/capacities (ARCH4102 Interdisciplinary). Discussions of the history and effect of EDI issues are woven into multiple courses throughout the curriculum (ARCH1141 The Profession; ARCH3130 Early Global History of Architecture; ARCH3230 Late Global History of Architecture; and ARCH4203 Culture). Multiple scholarships and awards are available to engage a financially diverse population as well. NOMOS and the program hosted diversity forums, career services and NCARB's Integrated Path to Licensure (IPAL).

Dunwoody is focusing on “State of the Industry” applications, not “State of the Art.” The intent and goal of the program is to provide students with the knowledge and skill set to feel immediately comfortable within the profession as practiced today. The Program Advisory Committee (PAC) meets regularly to assess current practice needs in the industry relative to skills and knowledge. Mentorship and IPAL programs support student growth with real life experiences, aligned with education, in a “Learn-by-Doing” model. Technical skills training is additive and progressive through a sequence of evolution of 2D and 3D presentation skills from hand drawing to BIM taught in ARCH1111 Architectural Drawing; ARCH3120 2D Rendering; ARCH3220 2D Fabrication; and ARCH4103 Structures.

Leadership is fostered and expressed through collaboration internally and externally as well as through broader community engagement in a “Leadership Through Service” model (ARCH1141 The Profession; ARCH4204 Studio 8 Abroad/Design Build). Opportunities outside of coursework include AIAS, NOMOS, WIA, and CSI, as well as Student Leadership Council, Kate Dunwoody Society, and Dunwoody Community Service Awards. Students are assessed through studio courses (ARCH5104 Studio 9 Comprehensive I; and ARCH5204 Studio 10 Comprehensive II) to evaluate their participation levels and evaluate community engagement and leadership skills acquired within the curriculum and outside.

An extension of the schools “Learn By Doing” ethic, lifelong learning is embedded through a repetitive process (research, exploration, creation) and school faculty who demonstrate their own commitment to lead by example. The PAC works with students on skills and knowledge needed not only for employment after graduation, but skills needed that will continue to evolve while in practice. This is supported through Mentorship and IPAL programs and reinforced in ARCH1111 Architectural Drawing; ARCH1141 The Profession; and Arch3210 Program & Society.

3—Program and Student Criteria *(Guidelines, p. 9)*

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) *(Guidelines, p. 9)*

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. (p.9)

Met

2023 Team Analysis: The APR (pp. 39-40) identifies a number of courses (ARCH1141 The Profession; ARCH2105 Economics of Practice; ARCH2103 Project Management; and ARCH5103 Professional Practice) that offer insight to the architecture profession and the range of available career opportunities including topics on paths to becoming a licensed architect. Students are encouraged to work while in school and the 8am-12pm class schedule provides the opportunity for students to work in the afternoons.

The school invites graduates to return to campus and present their experiences in the industry and discuss the career opportunities available. Most of the program faculty come from and maintain a role in practice. The student organizations like NOMAS, AIAS, and WIA, offer various activities such as firm tours and site visits by local professionals. The program also hosts career fairs twice a year, bringing in firms from across the construction industry. While many of these activities are available to online students, the program continues to work to identify additional equivalent opportunities.

The program assesses students' understanding of the range of career opportunities while they are in the program and after graduation as well. In the various courses, understanding is assessed through "hands-on" assignments and exercises wherein students take on the various stakeholder roles and work through real life projects and issues. While preparing portfolios and resumes, students are directed to develop those to specifically highlight the specific areas of the profession the student wishes to pursue. The program tracks the career path of students working as interns while in school, and of graduates as they move into the profession and reports that in 2022a 95%+ of recent graduates were employed at or shortly after graduation within the architecture & design industry.

The Dean indicated to the team that the College has recently developed a series of data collection and analysis tools that will enable the program to prepare a much more detailed analysis and understanding of graduate employment roles and activities. The program is continuously looking at ways to increase student awareness of career possibilities and works with professional organizations to broaden mentorship and provide guest lecturers/professionals from diverse backgrounds. The PAC explained how they work hand in hand with the faculty to create more connection to the profession through networking and mentoring. When asked, all students the team spoke with indicated that they are interested in pursuing licensure.

There is a strong sense of importance in getting students prepared for the real world and how they can fit into and serve the local industry. The program's exemplary work in this area empowers students to not only become part of the local industry, but to be interested, active contributors to its growth and success as well.

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. (p.9)

Met

2023 Team Analysis: Per the methodology outlined in the APR (pp. 45-48), the curriculum initially introduces the basic steps in the design process (ARCH2202 Studio 4) while the students are simultaneously learning and refining the various systems and tools that they will utilize throughout the development process. Employing a graduated approach, a series of factors that influence, alter, and

shape the process are introduced, explored, and applied (ARCH3110 City & Site; ARCH3220 2D Fabrication; and ARCH4102 Studio 7 Interdisciplinary). These factors, such as program, site and context, ordering systems, and materials and fabrication each add to the growing understanding of how the design process acts as a framework in which to organize, explore, and resolve ideas and issues and that the process can be scaled up or down to meet the specific complexity and needs of each project. Students apply this understanding in a real-world context in the final year of the program (ARCH5104 Studio 9 Comprehensive I; and ARCH5202 Studio 10 Comprehensive II) as clients, consultants and stakeholders are incorporated into the development of the student's thesis project. Students also gain additional "hands on" experiences in this realm by working with industry professionals on volunteer community programs such as Search for Shelter and the HGA Community Action Program, and through participation in the annual Design + Construction Conference (APR p.48), though there is currently no equivalent opportunity for online students.

Acting on information gathered from the on-going student and faculty assessment forms, as well as recommendations from the Student Advisory Board, the curriculum was reordered to better align with the concept of graduated complexity. The more technical courses were shifted to the earlier years of the program giving students a stronger understanding of the foundational elements of design. With this understanding to build on, the more complex elements are then introduced. This curriculum realignment is currently in progress and is continually assessed as the semester progresses.

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. (p.9)

Met

2023 Team Analysis: The APR (pp. 49-53) indicates multiple areas within the program curriculum that focus on ecological knowledge and responsibility with individual courses delivered in years 1, 2, 3, & 5 by different instructors and through various methodologies. Evidence of student understanding of the built environment relative to concepts of ecological knowledge and responsibility is found in course syllabi, instructional materials, and select student work for ARCH1121 The Site; ARCH1231 Building & the Environment; and ARCH2104 Building Service Systems.

The sequence culminates in ARCH5202 Studio 10 Comprehensive II, which is the second part of a yearlong studio completing the core curriculum. Integration of ecological knowledge and responsibility are demonstrated through an architectural work which integrates building and environmental systems knowledge into the design process. ARCH5202 Studio 10 Comprehensive II, requires that students demonstrate their ability to apply and document systems + environmental stewardship through a checklist of required items that are color-coded. For example, the site plan must show context, topography & cut/fill strategy, drainage & swales, remediation, disturbed & undisturbed areas, the reflected ceiling plan must show lighting, HVAC registers and ducts, and the Wall Section must be annotated to show passive thermal mass gain, shade strategies, and permeable surfaces. Diagrams must demonstrate material sourcing and carbon footprint, energy sources and alternatives, and other environmental criteria.

While PC 3 is demonstrated through existing course materials and student work, the program's APR documentation indicates a rudimentary process for ongoing review and assessment of this sequence relative to the PC 3 criteria. However, during the VSV, the program director and dean indicated that assessment and evaluation processes are nascent but expected to grow in terms of robustness and yearly predictability.

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. (p.9)

Met

2023 Team Analysis: Through interviews with both faculty, students and alumni, the team found evidence of the condition achievement both during the VSV and in review of the APR. The work that begins in year 3 with ARCH3103 History and Theory is expanded with four courses. First, ARCH3110 City and Site, focuses on context through the physical, social, and historical context of a site. This is followed by ARCH3130 Early Global History of Architecture, which uses a comparative method to examine history across all geographies and cultures, from early settlement through the industrial age, with the goal to recognize how architecture is shaped by culture and religion, and how social and intellectual force change over time. Learning is assessed through quizzes, tests, writing, diagramming, and sketchbook assignments typically. ARCH3103 Architecture Theory, coursework focuses on the period between the industrial revolution and the 21st century with the idea to connect social and political movements with contemporary architecture and the relationship to quality of life, cultural expression, and the inherent limits of architecture. ARCH4204 Culture discusses both global and vernacular culture and the impact on specific architecture, relative to design and technology and the layered influence on the built environment. Co-curriculum includes field trips, the Design & Construction Conference, guest speakers, and discussions with local architects.

The program has found that theory has been difficult for students to express in their work. The concerns that student understanding centers around Eurocentric assumptions have prompted a more global exploration to be woven into new courses ARCH3230 Late Global History of Architecture; ARCH4130 Globalization & the Vernacular; and ARCH 4230 Metropolis & Activism which will be offered in the fall 2023 semester.

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. (p.9)

Met

2023 Team Analysis: The program demonstrates through the APR (pp. 57-59) that research and innovation is taught in the curriculum through several courses. ARCH3220 2D Fabrication focuses on 2D architectural fabrication and how to execute it both manually and digitally. Students apply these skills and critical thinking to help enhance their architectural representation in studios. In ARCH4102 Studio 7 Interdisciplinary, students are required to use research methodologies for basic context and precedent analysis to develop conceptual design frameworks. ARCH4103 Structures focuses on the advanced study of statics and strengths of materials. Students display basic knowledge of architectural research and perform comparative analysis of structural systems contrasting innovative materials against industry standards.

Success of this approach is assessed through an annual review of student work prepared for these courses as well as in evaluating the student application of research methodologies in studies and projects developed for advanced studio courses. The program's current work to enhance the curriculum includes assessment of opportunities to introduce research methodologies into an increasing number of courses across the SoD. During the VSV, the Program Director took the visiting team on a tour of the advanced fabrication facilities available throughout the college. Given the reorganized structure of the SoD, there are opportunities for more advanced collaborative "state of the industry" (APR p. 31) research in the future.

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. (p.9)

Met

2023 Team Analysis: Utilizing the program’s “learning by doing” philosophy, lessons in collaboration and teamwork begin in the first semester of year 1. In ARCH1111 Architectural Drawing, instructors monitor and guide student teams in the production of many of the assignments. This teaming concept is continued and expanded in the subsequent years (ARCH2102 Studio 3 Design Development) first by expanding team size as assignments and projects become more complex, and (ARCH4102 Studio 7 Interdisciplinary) eventually through the incorporation of associated collaborators such as “clients,” stakeholders, and consultants. While these teaming opportunities introduce and expand students’ leadership and collaboration skills, simultaneous instruction in the processes, roles, and responsibilities of offices and institutions in the industry (ARCH2103 Project Management; and ARCH5103 Professional Practice) provide students with an understanding of how and when these skills are applied. Outside the studio, students explore and enhance their understanding of team structure and operation through participation in student organizations and volunteer community activities.

The success of the program’s approach is assessed by monitoring the amount of student involvement and interaction in the various curricular and extracurricular projects and activities that unfold throughout the entire program. By observing the variety of roles on various teams a student takes on, instructors assess the student’s understanding of the roles and their ability to successfully fill them. Following various student projects, group activities, presentations, and extracurricular events, instructors and critics provide formal, written evaluation of each student’s participation and performance. Annually (or more frequently), as a student progresses through the program, these evaluations are used by advisors and instructors to counsel and work with each student to evolve and improve their understanding and performance.

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. (p.9)

Met

2023 Team Analysis: As described in the APR, the program’s 2022 Learning & Teaching Culture Policy (LTCP) was a project that was developed by the students within the architecture program. The LTCP is a living document maintained by a committee of faculty, students, and administrators. The LTCP lays out the program’s values, outlines appropriate conduct, delineates constructive evaluation and instruction, and describes a vision of a collaborative community. It also advocates for health & wellbeing, time management, school-life-work balance, and addresses diversity & solidarity. Finally, it promotes respectful stewardship, and space management. The APR (p. 65) indicates that the program’s LTCP is discussed every fall semester in each studio and is posted in every architecture classroom. The LTCP is also available on the school’s website. The policy indicates that the document will be revisited as often as necessary in order to stay connected and attentive to the learning community. Curricular evidence of a respectful and strong learning culture in the B.Arch. program begins in the first year and is found in syllabi for two-year one drawing courses: ARCH1111 Architectural Drawing and ARCH1211 Construction Drawings. Syllabi provide statements related to policies concerning academic honesty, accommodations, unlawful harassment, sexual misconduct, anti-discrimination, religious accommodation, and links to the Dunwoody Code of Conduct. In all syllabi, expectations for academic success include professional, respectful, and inclusive behavior. Syllabi for more advanced coursework contain similar language.

Professional collaborative behavior begins in ARCH1111, where course competencies include execute professional behavior within the architecture profession, demonstrate professional behavior within the architecture profession, perform peer review, and collaborate in architectural critique. These are continued in ARCH1211 Construction Drawings, where competencies include demonstrating professional behavior. The APR (p. 68) indicates that special attention is paid to the mixed cohort in year 3 of the program where roughly equal numbers of students continue from the two-year A.A.S. curriculum and enter 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 LTCP. This sets the stage for the blending of the cohort. Additionally, 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. During the meeting with the PAC, committee members indicated that they are working on strengthening these external mentoring relationships.

The program uses several formal and informal on-going activities to monitor and assess the culture. Annually the LTCP is formally reviewed and up-dated (if necessary) by students, faculty, and administration in order to assure that it is a true reflection of the culture. Monthly faculty meetings include review of student participation in activities to monitor individual and collective involvement. Informally, information gained through student advising and on-going mentoring programs provide feedback on issues and concerns that effect the learning environment.

It was clear from meetings with the visiting team that there is a strong community built between the students, faculty, and staff at every level of the program. Community grows through many formal and informal interactions between students and faculty throughout their time in the program and continues post-graduation. Current students, student representatives, and alumni all confirmed this in the VSV meetings as did staff and faculty.

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. (p.9)

Met

2023 Team Analysis: While the curriculum in the early years of the program introduces exposure to and consideration of EDI factors in projects and the workplace, work in DEI deepens in year-four studios (ARCH4102 Studio 7 Interdisciplinary; and ARCH4204 Studio 8 Abroad/Design Build). Through in-depth analysis of the Minneapolis 2040 plan, urban intervention, redlining, racial covenants, food deserts, and freeway construction are shown to be physical factors with social implications. Focus expands to include the Upper Mississippi region, specifically around leadership in environmental activism, decolonization, social justice, and indigenous building techniques, taught with the inclusion of indigenous peoples. Starting in the fall semester the investigation of EDI concerns will be enhanced by dividing ARCH4203 Culture into two courses, ARCH4130 Globalization & the Vernacular; and ARCH4230 Metropolis & Activism.

Co-curriculum activities further enhance this exposure and consideration through monthly, college wide Diversity Forum, as well as the Conversations in Equity & Design sessions in collaboration with AIA Minnesota, Dunwoody College, and NOMO MSP. Dunwoody NOMOS recently hosted the George Floyd Cipher, to reimagine George Floyd Square with industry professionals, students, and the community at large. The newly formed Women In Architecture (WIA) group began a lecture series in conjunction with longstanding Women in Technical Careers (WITC) to discuss questions of gender relative to design, education, and career development. The SoD is working continuously to improve its curriculum and offerings in support of its highly diverse population.

Student understanding is assessed through review of work developed for course assignments as well as monitoring of student participation and involvement in the co-curriculum activities. This includes not only understanding how society effects to function and aesthetics of buildings, but also understanding how manipulating the development of the built environment can be a tool used to help shape societal development.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (Guidelines, p. 10)

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. (p.10)

Met

2023 Team Analysis: The program indicates in the APR (pp,74-78) that it offers courses with HSW content throughout the program at various levels and scales. Basic concepts are introduced in ARCH2104 Building Service Systems; and CSBT2110 Building Codes in year two, and these are expanded in year three in ARCH3210 Program and Society; and ARCH3240 Material Studies, and in year 4 in ARCH 4102 Studio 7; and ARCH4103 Structures. The course content is reinforced through various lectures and firm visits offered by student organizations and professors.

Student understanding of HSW issues is assessed throughout the program by analyzing the application of the ideas, principals, and regulations in student work for multiple courses. This assessment includes review of building code adherence in building design, environmental impact analysis of building systems, as well as social impact of planning projects. Additionally, feedback received from alumni and the PAC reinforce the success of the program's approach in this area.

In an effort to enhance student knowledge and understanding in this area, the program is developing course enhancements to address evolving issues such as voluntary standards (i.e LEED and WELL), universal design issues and strategies, and impacts of public health and other societal considerations.

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. (p.10)

Met

2023 Team Analysis: In keeping with the program's pedagogy, the various aspects of professional practice (ethics, regulatory requirements, business processes, roles, and responsibilities) are introduced in the first two years of instruction (ARCH 1141 The Profession; ARCH 2103 Project Management; and ARCH 2105 Economics of Practice) through instruction, research and industry involvement. These aspects continue to be reviewed and expanded (ARCH 5103 Professional Practice) throughout the program's five years. Effectiveness is assessed by industry professionals conducting student reviews, observations, and recommendations made by the Program Advisory Committee, by monitoring the quantity of interns and graduates employed in the industry and assessing student success in the licensure exams (APR pp.82-83).

In meetings during the VSV, student interns and alumni said that they felt particularly well prepared in understanding how projects and offices work and were able to quickly "find their place" in the industry as they entered the workforce. This was reinforced by local professionals who indicated to the team that Dunwoody graduates are sought out by local firms. The visiting team found the program does an exemplary job in preparing students in this area.

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. (p.10)

Met

2023 Team Analysis: The program develops the student's understanding of the laws and regulations pertaining to buildings and sites in a series of courses that run throughout the curriculum. Students learn

the history of codes and ordinances, and how they influence city planning. In ARCH1121 The Site and CSBT2110 Building Codes, students learn the history and development of design regulation and the specifics of how to use and interpret building and zoning codes, along with methods to understand cultural and demographic data, 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, students 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.

Understanding of this information is assessed through critiques of the student's application and incorporation of zoning and building codes in a series of projects developed in ARCH2102 Studio 3 Design Development; and ARCH 2202 Studio 4. Critiques of code application and understanding continue in student design projects throughout the remaining curriculum. Review of voluntary regulatory systems such as LEED is being incorporated into the restructured courses as well.

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. (p.10)

Met

2023 Team Analysis: Dunwoody has been a technical school since its inception, and its motto: “state of the industry, not state of the art” is highlighted in this SC. Throughout the five-year curriculum there are nine courses in this criterion. Students learn the software and systems in year one in ARCH 1111 Architectural Drawing, and apply these in ARCH 1221 Building Details, in the second semester. In year two, ARCH 2204 Building Envelope & Environment and ARCH 2104 Building Service Systems introduce passive and active responses to climate, material specifications, and multiple building systems. As students move into year three, ARCH 3240 Material Studies; ARCH 3220 2D Fabrication; and ARCH 3120 2D Rendering add material studies, testing requirements, fabrication considerations and analog and digital layering. Year four continues this progression with ARCH 4103 Structures and ARCH 4204 Studio 8 Abroad/Design Build teaching technology & materials, culture, traditional, and emerging systems. The curriculum is to be revised to add construction design technology into the new fifth year course ARCH 5110 Integrative Studio to be offered in the 2023 fall semester.

Through the APR and various meetings during the VSV, the program indicated that success in this criterion is assessed internally through review of student work as they progress through the program, and externally by monitoring student hiring and feedback from local professionals. Internal assessment of student work has presented a dichotomy of results. While the work produced for the initial courses in drawing, detailing and system utilization generally show considerable knowledge and ability, students ability to incorporate and “translate” this technical (ARCH knowledge into their design projects has not reached the desired level. The program is currently revising the curriculum for the fourth and fifth year design studio courses to address this deficiency. The visiting team found significant evidence of the students’ masterful technical prowess which makes them extremely marketable and is also evidenced by the 95+% job placement statistic. In discussions with alumni, the team found that they purposely seek out these graduates for employment in their firms.

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. (p.12)

Met

2023 Team Analysis: The curriculum is structured to introduce students to a numerous, and increasingly sophisticated array of issues, requirements, influences, conditions, and opportunities to consider as they develop their understanding of the elements, sequence, and flexibility of the design process. Students work throughout the second through fourth years to build their capacity for synthetic thinking, leading to its full expression in the two final years in courses ARCH5104 Studio 9 Comprehensive I; and ARCH5202 Studio 10 Comprehensive II. As numerous physical and regulatory considerations are introduced, students are also introduced to the considerations, ideas and stipulations presented by clients, stakeholders, and various team members that influence the process.

Student success of the program's process is assessed in the critique of student work developed for the various assignments in the fifth-year studios. Faculty and local professionals review and provide issue specific comments on student assignments. Course content is also reviewed as a part of the annual self-assessment process by students and faculty. The program is currently reviewing the coursework in years three through five to determine how faculty can reinforce earlier technical and representational learning. The visiting team noted that the student work demonstrated the ability to understand and analyze complex, multidimensional projects and issues. This included addressing regulatory requirements, physical restraints, and environmental concerns along with stakeholder issues and financial restraints. Students were able to develop reasoned responses that addressed the multitude of included factors.

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. (p. 12)

Not Met

2023 Team Analysis: Throughout the five years of the curriculum, students are exposed to an expanding array of criteria, regulations, systems, materials, and constructability issues that collectively influence and are integrated into design decisions within architectural projects (ARCH 2102 Studio 3 Design Development; ARCH 2104 Building Service systems; and ARCH 3240 Material Studies). Through the progression of courses, the instruction in and understanding of each of these elements becomes more detailed and complex. The culmination of this is the development of a project design that exhibits an understanding of this interplay in ARCH 5202 Comprehensive II. The visiting team found that the evidence provided in the student work developed for ARCH 5202 does show a knowledge of various influential determinants and systems.

However, the depth and consistency of the integration of the building systems and materials, as shown in the student work, is not at the expected level. One of the driving forces for the restructuring of the curriculum is the desire to more logically order the introduction and integration of the various systems and influences with the goal of helping students achieve a fuller understanding and develop more complete, detailed projects (APR pp. 95-98).

4—Curricular Framework (Guidelines, p. 13)

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 (Guidelines, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)

- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

Met

2023 Team Analysis: The team found a letter from the HLC which grants accreditation to Dunwoody College for 2023-2024. See: <https://www.hlcommission.org/download/BoardActionLetters/2099%2020150513%20Reaffirmation%20Review%20AQIP%20-%20Action%20Letter.pdf>

4.2 Professional Degrees and Curriculum *(Guidelines, p. 13)*

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. *(p.13)*
- 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. *(p.14)*
- 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. *(p.14)*

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.

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.

- 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.
- 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.

- 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.

Not Met

2023 Team Analysis: Per the information and breakdown provided in the APR (pp.100-106), and corroborated by the information contained in the appropriate sections of the Dunwoody College of Technology Catalog (catalog.dunwoody.edu), the program's B.Arch. degree requirements include 120 credit hours of professional studies courses and 30 credit hours of general studies courses (which must be spread through the four State mandated curricular areas), as required for Professional and General studies. This is in line with the requirements of the NAAB 2020 Conditions.

Regarding optional studies, the APR (p.102-104) notes that several topical studios have been introduced in the fourth year. It also discusses mandatory seminars and mentorship programs designed to introduce the students to the array of alternative fields available to them. In discussions, the program director indicated that with the ending of the pandemic, the travel abroad programs, which further broaden students' understanding of the profession, would be reinstated. In the APR (p.6) and in virtual meetings, the visiting team was informed that the program is developing a limited array of single credit hour, topical, courses that delve into different fields as well. However, these courses are currently in development, and are not yet being offered. While collectively these actions demonstrate an effort to introduce optional studies, because the optional courses are not being offered currently, these fall short of the requirement to offer credit courses that are outside of the required professional studies curriculum and therefore this condition is not met.

4.3 Evaluation of Preparatory Education (*Guidelines, p. 16*)

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.
- 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.
- 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.

Met

2023 Team Analysis: Per the information and breakdown provided in the APR (pp.106-109), 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 accredited B.Arch. degree program. The APR outlines in detail the process for students who transfer from one of the four schools with whom Dunwoody has a documented articulation agreement. In these cases, there is a previously agreed upon process worked out between administrators, for technical credits to be reviewed as part of the A.A.S. Architectural Studies (or equivalent) degree and transferred in as one block of 45 technical credits. The APR mentions that the process is similar for students transferring from schools that do not have an articulation agreement.

The APR outlines the method for informing students of the number of transfer credits they will receive when they enter the B.Arch. program. This can happen either as part of a pre-evaluation process (completed prior to admission into the program), or after they're admitted to the program when they receive their official transfer credit evaluation form from the Registrar's Office. In both cases, students will have access to information that enables them to understand the implications of their transfer credits for the length of a professional degree program before accepting an offer of admission. Further, 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 process provides clarity about the overall trajectory of their coursework, and its expected duration.

During the VSV, meetings with the SoD Program Specialist and the Dunwoody Director of Admissions confirmed that processes for all transfer students include assessment of preparatory coursework and an analysis of credit to be awarded. During the VSV, meetings with students who have transferred confirmed that students feel supported in the transfer process.

5—Resources

5.1 Structure and Governance *(Guidelines, p. 18)*

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.
- 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.

Described

2023 Team Analysis: Per the APR (p.110), the makeup of the organization of the college and the program is described along with credentials of the various members of leadership. The SoD was newly created for the '21-'22 school year to bring architecture, interior design and graphic design under one program. This helped streamline and balance administration, as well as create studio based synergies. The goal being to create an integrated school wide strategic plan.

The college-wide Vision 2026 Strategic Plan includes input from the entire community as does the Comprehensive Facilities Master Plan. Students provide advice and recommendations through the Student Advisory Board, newly implemented under the vision for the SoD. Previously, students participated in governance through the Student Government Association (SGA) and the Student Leadership Council (SLC). The Student Affairs Team is currently working with students to reframe these two organizations into one that will better reflect and address the needs of all.

The APR and the VSV confirm evidence of the satisfactory resources available to the students and faculty with regards to structure and governance.

5.2 Planning and Assessment *(Guidelines, p. 18)*

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.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

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.

Not Demonstrated

2023 Team Analysis: The program's planning process grows out of the college's Strategic Planning process, which is well planned and involves a wide array of stakeholders (administration, faculty, staff, students, and practitioners). It is redeveloped every five years and is updated annually. This process utilizes a management system known as the Entrepreneurial Operating System that sets out a process for collecting input, organizing and selecting ideas, establishing goals, and monitoring progress over the life of the plan. The strategic objectives identified in the college's strategic plan include the re-accreditation of the program by NAAB as well as by several State Agencies (APR pp. 112-114).

The program has identified two key performance indicators that are utilized to gauge the success of their efforts, those being student retention, and student placement in professional workplaces upon graduation. The program uses the ongoing assessment comments, information, and ideas provided by faculty, students, and involved professionals to review the content, presentation, and assignments of various courses and implement approved changes.

However, the visiting team found that the process as it exists is not well defined. While course assessments are collected annually, the procedures employed to analyze the data are unclear, and the process to develop recommended improvements is undefined. In discussions with the Dean and the Program Director, the program admitted that their assessment program is a "work in progress" and is a top priority of the evolution of the new SoD operation. The dean and the provost outlined a series of new tools and metrics that have recently been developed to enhance the program's ability to collect and analyze student performance.

5.3 Curricular Development *(Guidelines, p. 19)*

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

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

Demonstrated

2023 Team Analysis: In the past two years, with the move of the program to the newly created SoD, and the appointment of a new dean and program director, the program's curriculum was analyzed and is being updated as part of a multiyear review. The recent curriculum restructuring arose out of a number of

comments and suggestions that came through course assessments, the Student Advisory Board, and the Professional Advisory Committee. Complimentary suggestions from all of these sources, when analyzed, pointed to a need to restructure the course offerings to provide a clearer pathway for students to navigate the program, achieve intermediate goals, and attain a clearer understanding of career pathways.

In meetings with the Dean and the Program Director, the team was informed that the program is evolving into a more structured assessment process that will lead to more thoughtful, targeted improvements to the program. Under this plan, the program's academic plan and curriculum will be reviewed annually through a process that is initiated by the program director and involves an internal review by the program administration and faculty. Any proposed changes to the curriculum come through the yearly course assessments from faculty and students (APR pp 119-120) or analysis of current industry direction by the administration and local professionals. Suggested changes and/or corrections will be analyzed in light of their effect on compliance with the NAAB program and student criteria. Proposed changes are then reviewed with the Dean of the SoD and other program administrators and faculty. Once accepted, they are then elevated to the college administration including the Dean of Instruction, Registrar's office, and the Provost. Analyzing the changes for compliance with the specific criteria from NAAB and other accrediting agencies is a part of the administrative review.

5.4 Human Resources and Human Resource Development *(Guidelines, p. 19)*

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

Demonstrated

2023 Team Analysis: In the team's meetings with the dean, program director, and the faculty, the program indicated that the faculty and staff share responsibilities for teaching, student advising, curriculum, and staff development across the department. The Program Director indicated that the program is in the process of hiring additional faculty not only to fill recently vacated positions but to keep pace with the student population expansion in an effort to equitably distribute the workload.

The program's Architect Licensing Advisor, Amy Meller AIA, a senior instructor in the program, has held this position since her appointment in August 2022. Ms. Meller is very connected and involved in the local professional community and will be attending the upcoming 2023 NCARB licensing advisor summit (APR p.121).

The program's response indicates that the department invests roughly \$450,000 a year for faculty, staff, and program development. Faculty and staff opportunities include both on and off campus training, professional development conferences, professional memberships, and financial aid for continuing education (APR p.122).

The program's response indicates that support services are provided not just on the program level but at the college-wide level, as well. These are provided in a variety of contexts including individual academic advisors, the student affairs office, and the career services department (APR p.122).

5.5 Social Equity, Diversity, and Inclusion *(Guidelines, p. 20)*

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.
- 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.
- 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.
- 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.
- 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.

Demonstrated

2023 Team Analysis: The program participates in the Dunwoody college-wide DEI plan and employs a multifaceted approach in their efforts to address and expand EDI in the program (APR pp. 122-127). In terms of resources, the program starts by providing all students with a computer and the software they will need to participate in the program. The studios/classrooms/labs and offices are fully accessible and available to all. Additionally, the Elftmann Student Support Center offers a range of support services to students including tutoring, coaching, and ESL assistance.

New faculty and staff are recruited and brought onboard through expanded search and outreach efforts aimed at increasing minority hires. A compensation equity review is currently underway, and a formal promotion track has been established, ensuring all promotions are judged using the same standards. The faculty and staff are relatively equally divided between male and female, however, minorities make up less than 20% of the group. While in recent years the faculty has remained relatively stable, as turnover and expansion have created opportunities to bring on new faculty and staff, the program has enacted a diversity hiring strategy which includes the rewriting and clarifying of position descriptions, expanding outreach efforts to new and underserved communities, and direct program-to-program contact with regional colleges and universities. Dunwoody is an equal opportunity employer and has posted the school's formal EEO and nondiscrimination policies on the college website (www.dunwoody.edu/about/employment-at-dunwoody).

Currently, the architecture student body is more diverse than the overall Dunwoody student body. Students in the program are 37% female and 34% people of color, as opposed to 18% and 23% in the overall student body. This diversity is the result of the ongoing outreach to diverse communities as well as past participation in programs such as the Youth Career Awareness Program (YCAP) which brought expanded awareness of the program's opportunities to the local schools. Moving forward, the architecture program will be an active part of Dunwoody's new Pathways to Careers (P2C) program which builds on the success of the YCAP. Through an interactive model of engagement, mentoring, leadership development, technical career exploration, and scholarship, P2C will create even greater access to Dunwoody education and future careers.

5.6 Physical Resources *(Guidelines, p. 21)*

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.
- 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.
- 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.
- 5.6.4 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, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Demonstrated

2023 Team Analysis: The SoD occupies the Red level of the main Dunwoody College building, which includes 6,800 net square feet of studio space. Much of the architecture space has already been renovated and improved to accommodate the current and future growth of the program, including renovated studios, three 40-seat classrooms, a dedicated critique space, a dedicated and expanded fabrication lab, and a new faculty workroom, all with associated new equipment. 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 areas for small-group work and studio instruction; monitors for presentation; two small private consultation rooms, and space for formal and informal critique. Larger events are held elsewhere in the Holden Center or McNamara Center.

These resources are outlined in the APR (pp. 127–130), in the Floor Plan DCT Campus (pp 10-11), the Floor Plans for the Faculty Workroom & Super Studio, and the equipment lists provided. Further, during the VSV, the team was given a virtual walking tour of the dedicated spaces and the larger campus.

The team found that the current physical resources are adequate for the current size of the student population. However, according to the APR (pp 116-117), by the fall of 2025, the college expects the architecture program to grow by 40%. While some of this growth is expected to be in the online program, some will also be in person. During the VSV, the dean indicated that additional physical growth is possible by inserting a mezzanine level into the existing building. Additionally, the college has purchased an adjacent building and the provost indicated that the college is nimble enough to move programs around in order to accommodate programs that are growing and those that are shrinking. The APR indicates that there is support for the SoD in the Comprehensive Facilities Plan and the Proposed Building Plan - CFP 2022 - red and brown levels shows these plans. Further, during the VSV, the college leadership demonstrated a commitment to providing the resources necessary for the architecture program to continue to improve and expand in line with achieving the college's Vision 2026 goals.

5.7 Financial Resources *(Guidelines, p. 21)*

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.

Demonstrated

2023 Team Analysis: Dunwoody College is 108 years old with a current enrollment of 1,350 students and expects to stabilize at 1,600-1,800. Fully tuition supported, the annual operating budget is approximately \$36 M and running a small surplus each of the last 3 years. Each program within the college utilizes a differential tuition model, with tuition rates for each program determined by a

combination of operating costs, and regional market position. In the architecture program, the first two-year associate's degree students pay \$23,297 per year and the third through fifth year B.Arch. students pay \$29,364 per year (APR pp. 130-131).

Throughout the college, 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. There are 138 scholarship programs in the college. Financial Aid is awarded "automatically" based on FAFSA application completion.

Evidence of adequate financial resources and availability was confirmed through the APR and during the VSV in interviews with the dean, faculty, program director, and provost. Students also confirmed that they are initially provided with ample resources (including a laptop computer) and are easily able to acquire whatever supplies or equipment are needed to supplement and improve their experience.

5.8 Information Resources *(Guidelines, p. 22)*

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.

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.

Met

2023 Team Analysis: The program demonstrates clearly (APR pp. 132-134) that although the college library is not department specific, it maintains a wide array of materials and resources, both physical and digital, for students, faculty, and staff in the architecture program. In addition to its own collection, the library expands access to information through its membership in the Minneapolis areawide library consortium, as well as maintaining subscriptions to international on-line information networks. The library is conveniently located in the main college building, is easily accessible, has individual and team study areas, and adequate operating hours.

During the VSV, the team met with the librarian, who pointed out that the library staff works with the program to continually upgrade and grow the materials and resources available to the students. Additionally, the library maintains subscriptions to Black Spectacles as well as the latest in ARE prep study guides, and software training, in support of students in the IPAL program, and those (students and alumni) who are seeking licensure.

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 *(Guidelines, p. 23)*

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.

Met

2023 Team Analysis: The required NAAB Statement is available publicly on the program's website and in the catalog:

<https://dunwoody.edu/about/accountability/program-accreditations/architecture/>
<https://catalog.dunwoody.edu/catalog-student-handbook/academic-programs/>

6.2 Access to NAAB Conditions and Procedures *(Guidelines, p. 23)*

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)

Met

2023 Team Analysis: The required information is available to the public on the program's website:

<https://dunwoody.edu/about/accountability/program-accreditations/architecture/>

6.3 Access to Career Development Information *(Guidelines, p. 23)*

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.

Met

2023 Team Analysis: The college has a vigorous and diverse Career Service Office aligned with the century old mission of "Building Opportunities for graduates to have successful careers, to develop into leaders and entrepreneurs, and engage in the better performance of life's duties." The Anthony L. Ferrara Career Services Center offers three categories of support to students including: resume development, interviewing and networking techniques; salary research and Dunwoody employment reports. The college also has an early talent placement recruiting service (APR pp. 135-136).

During the VSV the team met with students, career placement staff, and alumni, all of whom confirmed the robust nature of the career development information, support, and network available to all students. The program places 95+% of its graduates year after year. In fact, nearly all current students are already working in the field through internships which started in their second year and are highly sought after in the local market and beyond.

6.4 Public Access to Accreditation Reports and Related Documents *(Guidelines, p. 23)*

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

Met

2023 Team Analysis: The program's website lists all required documents and provides a link to each of the listed documents:

<https://dunwoody.edu/about/accountability/program-accreditations/architecture/>

6.5 Admissions and Advising (*Guidelines, p. 24*)

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

Met

2023 Team Analysis: Applications to Dunwoody can be submitted electronically or through a traditional paper submittal process. Application procedures and the portal for applying are both available on Dunwoody's Admissions web page (<https://dunwoody.edu/admission-aid/apply/>). Dunwoody is an institution that practices non-competitive admissions, which means the information provided establishes basic requirements for first time college applicants and outlines processes for the evaluation of transfer credit. These are all available online through the web-based Student Handbook/Catalog. One point to note is that, while admissions is non-competitive, it is recommended that all applicants have a personal interview with an admissions counselor to ensure that Dunwoody is the right fit for their educational and career goals. The admissions committee meets once a week, and students are notified of admissions decisions within four business days.

Of particular importance for Dunwoody's student population is the evaluation for transfer credit. These policies and procedures are described on the Registrar's Office web page (<https://catalog.dunwoody.edu/catalog-student-handbook/admissions/transfer-students-transfercredit/#Text>). Policies are more straightforward for programs with articulation agreements (block transfer) and less obvious for other transfer students. Students are encouraged to use a website named "Transferology" to determine which credits might transfer.

During the VSV, meetings with the SoD Program Specialist and the Dunwoody Director of Admissions confirmed that processes for all incoming new and transfer students includes assessment of readiness and "fit" for the program and, where applicable, an analysis of transfer credit to be awarded. During the VSV, faculty and staff outlined cohort and individual level advising practices and indicated that the advising need is significant. A program specialist position has been dedicated to the new SoD but staff indicated that additional human resources dedicated to advising would be helpful. Nonetheless, in meetings, the students indicated that they feel supported by faculty and staff with respect to advising.

Information concerning applying for financial aid is available to current and prospective students through the Admissions web pages. Students are automatically considered for aid when they apply to Dunwoody as long as they have filled out a FAFSA application. The admissions webpage has information about internal and external scholarships, Federal and State grants, financing options, and VA educational benefits (<https://dunwoody.edu/admission-aid/scholarships/>).

According to the APR (pp 136-137), Dunwoody does not set admissions practices related to diversity goals because it practices non-competitive admissions. The college pursues its diversity and equity interests through outreach programs aimed at introducing students from underrepresented and underserved communities to Dunwoody's educational opportunities, and to making these opportunities more attractive and more attainable to a diverse student body. The APR lists several outreach priorities, some of which are linked to significant internal scholarships.

6.6 Student Financial Information (*Guidelines, p. 24*)

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 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.

Met

2023 Team Analysis: As noted in 6.5 Admissions & Advising, information concerning applying for financial aid is available to current and prospective students through the Admissions web pages. Students are automatically considered for aid when they apply to Dunwoody as long as they have filled out a FAFSA application. The Admissions webpage has information about internal and external scholarships, Federal and State grants, financing options, and VA educational benefits (<https://dunwoody.edu/admission-aid/scholarships/>).

Dunwoody provides a link to a Net Price Calculator (<https://dunwoody.edu/admission-aid/tuition-aid/net-price-calculator/>) to help students estimate what it would cost to earn a degree from Dunwoody College. Students receive a more detailed financial aid package after they apply to the college and complete the FAFSA application.

The Dunwoody Admissions office has a publicly available summary of all course-of-study costs for each Dunwoody degree program including estimated costs for tuition; fees for activities, technology and devices; and books, supplies and materials (<https://www.dunwoody.edu/pdfs/DunwoodyCollege-2022-23-TuitionPricingSummary.pdf>).

V. Appendices

Appendix 1. Conditions Met with Distinction

Program Criteria, PC.1 Career Paths

The program recognizes and values its mission to be “state of the industry”, not “state of the art”. There is a strong sense of importance in getting students prepared for the real world and how they can fit into and serve the local industry. The program’s exemplary work in this area empowers students to not only become part of the local industry, but to be interested, active contributors to its growth and success as well.

Program Criteria, PC 7 Learning and Teaching Culture

There is a strong community built between the students, faculty, and staff at every level of the college. Community grows through many formal and informal interactions between students and faculty throughout their time in the program and continues post-graduation.

Student Criteria, SC.2 Professional Practice

In keeping with the program’s pedagogy, the various aspects of professional practice (ethics, regulatory requirements, business processes, roles and responsibilities) are introduced and explored in the first two years of the program through instruction, research and industry involvement. These aspects continue to be reviewed and expanded throughout the program’s five years. Alumni and industry professionals attest to the high degree of preparedness and understanding that program graduates possess as they enter the profession upon graduation.

Condition 5.5, Social Equity, Diversity and Inclusion

The visiting team was very impressed with the level of diversity in the student body, and how that impacts and permeates every class and studio, as well as the great variety of co-curricular activities. This inherent diversity is apparent on multiple levels, and that demographic guides nearly every aspect of the program.

Appendix 2. Team SPC Matrix

Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,



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