Dunwoody College of Technology
Department of Construction Sciences and Building Technology
Architecture Program

2019 Initial Accreditation Visiting Team Report

Bachelor of Architecture (158 credit hours)

The National Architectural Accrediting Board
October 12-16, 2019

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

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

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I. Summary of Visit

a. Acknowledgments and Observations

The team would like to thank the college, Provost Jeff Ylinen, Dean Bridget Reynolds, and the Architecture Program faculty and students for their gracious hospitality in hosting the team and preparing for the visit, and in particular Vice-Provost Carla Connor for making our on-site visit seamless. We extend special thanks to Program Manager John Dwyer for his unfailing attention and responsiveness throughout this process, as well as recognize the extraordinary feat in orchestrating the entire accreditation endeavor while simultaneously developing and directing the nascent architecture program. The effort made by the program manager and faculty to prepare an extremely detailed APR and entirely digital team room not only facilitated the team's work before and during the visit, but also allowed the team and program to proactively and efficiently address questions related to the Conditions to the benefit of a complete and constructive assessment.

The team found numerous noteworthy aspects of the program:

- Dunwoody stands out as producing graduates that are equipped to be immediately productive contributors to the profession, while still thoroughly grounded in rigorous design methodologies and education. An emphasis on technological agility in the service of design elevates the concepts of capability and adaptability to address evolving contexts over mere technical proficiency.
- The program is marked by a seriousness of purpose in seeking accreditation, demonstrating a capacity to meet both expectations and requirements.
- The Program Advisory Committee (PAC) continues to play a prominent role incorporating the building and professional community as stakeholders in the success of the curriculum. The strong connections with the local and regional building industry developed from Dunwoody's historical and existing mission bring unique benefits to the architecture program that fill a niche distinct from the region's other accredited programs.
- The college administration (president, provost and dean) clearly acknowledge the contribution of architecture students and the architecture program to the changing culture of the college as it grows in scope, becoming transformative beyond the traditional confines of the Dunwoody brand. At the same time, there is acknowledgment of the potential future need for dedicated support staff as the department and program continue to grow, including rationalization of and staffing for the fabrication labs.
- Interdisciplinary collaboration within the Department of Construction Sciences and Building Technology is based on what works from a curricular and practical perspective, though it is not necessarily institutionalized. Rather, collaboration is more often informal, strengthened by physical and philosophical proximity. At the same time, students expressed an interest in increasing the ability within the curriculum to take coursework in departments and utilize facilities throughout the college.
- A strong pool of teaching staff who are active professionals in the field is a net positive for the program. Both full-time and adjunct faculty bring real-world and real-time experience that enhances the responsiveness of students' education.
- Students, faculty, and administration expressed remarkable consistency between and among themselves about the values and perceptions of the program and their relationships within it. However, students expressed a need for greater responsiveness concerning some key issues such as facilities access and staffing, and the administration expressed the desire for a greater understanding of the unique needs of a professional architecture program.
- Faculty and administration are notably approachable and collegial with each other and with students. Program Manager John Dwyer takes a direct and acknowledged role in the student experience, and the presence of other administrators and faculty (up to and including the college provost) is noteworthy in that they are known commodities that take a direct interest in the students and the program.

- Mentoring of 3rd-year students transitioning from the AAS degree by 5th-year students in the B. Arch. component of the program is an active and positive response to potential transition issues identified in the previous VTR-CC.
- Meeting students where they are in life situations is a unique strength of the program that celebrates increased access to the profession. At the same time, addressing limitations on the hours of physical access to facilities is seen as a potential area for positive future change, particularly from the students' point of view.

b. Conditions Not Achieved:

SPC D.5 Professional Ethics

Condition II.2.2. Professional Degrees and Curriculum

II. Progress Since the Previous Site Visit

2014 Student Performance Criterion A.8, Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

Previous Team Report (2017): There is no evidence of teaching Cultural Diversity and Social Equity as of yet.

2019 Visiting Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4204 Studio 8 - Culture/Abroad. Student work focused on "deep dives" into the cultural and physical conditions of the study areas assigned. The level of attention and responsibility to these issues, demonstrated particularly in the mapping projects, make this condition now **Met with Distinction**.

2014 Student Performance Criterion B.10, Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

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

2019 Visiting Team Assessment*:* The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2105 Economics of Practice, shown by many examples of estimating using various methods and for many different areas of construction (from solar, electrical, cost of renewables to pay app requests, bidding, contract preparation, etc.) This condition is now **Met**.

2014 Student Performance Criterion C.1, Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

Previous Team Report (2017): Course work for this SPC has not yet been offered.

2019 Visiting Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4103 Structures, ARCH 3103 Architectural Theory, and ARCH 4204 Studio 8, as seen most notably in the 2040 Minneapolis project student work. This condition is now **Met**.

2014 Student Performance Criterion C.2, Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Previous Team Report (2017): Course work for this SPC has not yet been offered.

2019 Visiting Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5202 Studio 10 - Comprehensive II. This condition is now **Met**.

2014 Student Performance Criterion C.3, Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Previous Team Report (2017): Course work for this SPC has not yet been offered.

2019 Visiting Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5202 Studio 10 - Comprehensive II. The student work provided was ambitious in scope, including work demonstrating investigation and analysis, concept development, and identifying priorities and purpose. Thorough evidence was provided, from supplemental process documents to fully realized architectural solutions. This condition is now **Met with Distinction**.

2014 Student Performance Criterion D.3, Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

Previous Team Report (2017): Course work for this SPC has not yet been offered.

2019 Visiting Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5103 Professional Practice. This condition is now **Met with Distinction**, with student work displaying a noteworthy depth of understanding of the structures, typologies, financial management, market operations and evolution of professional practice settings based on direct student interaction with local firms.

2014 Student Performance Criterion D.4, Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

Previous Team Report (2017): Course work for this SPC has not yet been offered.

2019 Visiting Team Assessment*:* The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5103 Professional Practice. This condition is now **Met**.

2014 Student Performance Criterion D.5, Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the NCARB Rules of Conduct and AIA Code of Ethics in defining professional conduct.

Previous Team Report (2017): Course work for this SPC has not yet been offered.

2019 Visiting Team Assessment: Although elements of the SPC have been sufficiently covered in ARCH 5103 Professional Practice, the team did not find sufficient evidence of student achievement at the prescribed level in student work provided regarding the NCARB *Rules of Conduct*.

The AIA *Code of Ethics* appears to be well covered in ARCH 5103 Professional Practice, both in presentation and in quiz samples. The NCARB *Rules of Conduct* were mentioned in Part I Profession 1.3 "Ethics and Professional Conduct," but they were misquoted, indicating that NCARB rules are guided by core values on *"the protection of* ***life*** *[*vs. **health***], safety and the welfare of the public."* The NCARB *Rules of Conduct* are foundational to the practice of architecture. Not all graduates who become licensed will go on to be AIA members bound by AIA's *Code of Ethics*.

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 that the NCARB *Rules of Conduct* were separate from the AIA *Code of Ethics*. The SPC is requiring "*understanding* of the ethical issues involved in the exercise of professional judgement in architectural design… and understanding the role of the NCARB *Rules of Conduct* **and** AIA *Code of Ethics*…" 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 currently **Not Met**.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1 – Identity and Self-Assessment

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

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

[X] Described

2019 Analysis/Review: Dunwoody was founded in 1914 through the will and endowment of William Hood Dunwoody with the intention of becoming a regional and national leader in technical education based on the values of inclusion, innovation, integrity, academic excellence and tradition. Augmented by a trust left by Kate Dunwoody in 1915, the endowment has allowed the non-profit institution to become a nationally recognized leader over the ensuing century in providing responsive technical and vocational education at an affordable cost. A hallmark of the college's achievement is an ethos of helping its students help themselves, allowing them "to develop the skills needed to adapt to industry demands and technological changes" (*APR p. 4*).

Evolving from one of the institution's original associate degree programs in Architectural Drafting and Estimating, the B. Arch. program emerged from a now nine-year process focusing on professional preparation and technical education. A Program Advisory Committee consisting of nationally distinguished educators, practitioners and other leaders in the profession has been a pivotal and unique element in the program's continued development. Meeting the challenges and opportunities of continual technological change in the architectural discipline and building industry, the program has prioritized a professionally-based education giving graduates the potential to more rapidly earn licensure and become leaders in the practice community. Four overarching principles of professionalism, service, technological agility, and communication have formed the basis of the program's intended contribution to the profession.

Dovetailing with the institution's values and goals, the B. Arch. program identifies five key areas of contribution: furthering the strategic goal of developing into the state's first polytechnic college; expanding the relationship with the architectural community commensurate with that already enjoyed with the building industry; increasing the college's revenue and enrollment growth; expanding the college's capacity for applied research; and reinforcing the institution's move toward service learning. In addition to its overall financial stability and strong alumni connections, the physically and philosophically close-knit college allows ample opportunity for collaborative and multidisciplinary endeavors benefiting the programs in architecture, construction management, engineering drafting and design, interior design and other related building science disciplines. With an emphasis on holistic education, the program actively incorporates cross-disciplinary coursework, general studies requirements, study-abroad opportunities, service-learning studios, strategic industry partnerships, and an increasingly diverse faculty and student body.

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

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

[X] Demonstrated

2019 Analysis/Review: The program has demonstrated that it promotes a learning environment that fosters collaboration among students both within the program and across disciplines, as well as between students, faculty, and administration throughout the school. It is evident through observing and conversing with students and faculty that the program's learning environment promotes time management skills, a good work ethic, work/school/life balance, and professional conduct. The program's written studio culture policy, displayed in each studio and available on the college's website, addresses these principles through five tenets: balance, collaboration, individual development, constructive criticism, and making. The team confirmed while meeting with the students that they are actively aware of the program's written studio culture policy, and that they have regular opportunities to review and amend it.

Students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities by virtue of the program's five core values of scholarship: inclusion, innovation, integrity, excellence, and tradition. These core values, as outlined in the APR (*p. 9–10*), encourage and support students and faculty in the pursuit of knowledge through a commitment to architectural experimentation and discovery in design and building technology. The values require students and faculty to hypothesize, propose, test, and share in this pursuit of knowledge. Pertinent learning opportunities are afforded through applied research courses, pedagogy as it relates to faculty expertise or active practice, and interdisciplinary collaboration fostered by the program.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2019 Analysis/Review: Dunwoody's *Inclusiveness Statement of the College* springs directly from the words of its founder, establishing the college's commitment to diversity, inclusion, and social equity: "Provide for all time a place where youth without distinction on account of race, color or religious prejudice may learn the useful trades and crafts, and thereby fit themselves for the better performance of life's duties" (*APR, p. 12*). Current equal employment and equal education policies have expanded on that foundational ethic to encompass a notably broad level of demographic inclusion covering employment,

admissions, financial aid, and all other school-administered programs. College resources supporting these policies and furthering its diversity goals include the Wenda W. and Cornell L. Moore Multi-Cultural Center, the Women's Resource Center, the Youth Career Awareness Program, the Multi-Cultural Student Union, the Veteran's and Military Student Organization, and the Dunwoody Chapter of the Gay-Straight Alliance Network.

Recognizing the importance of diversity within both the architecture program and the profession, the program in 2019 initiated a recruiting and retention plan focusing on students, faculty, and outreach, as detailed in the APR (*pp. 13-15*). Aspects of the plan include increased student recruitment within architectural technology programs at community and vocational colleges, national and international faculty recruitment to provide greater global perspective, and an expansion of interdisciplinary curricular coordination. The plan also sets concrete goals for increased demographic diversity of both students and faculty over the next four years.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2019 Analysis/Review: The APR, supported by further discussion during the visit, describes an integrated response to the five perspectives correlated with the four key founding principles identified by the program (professional leadership, technological agility, service learning, and communication). The program uses this matrix (*APR p. 21*) as a tool in ongoing long-range planning, and it is evident in much of the cross-over among responses to the perspectives as they are tied to these four specific program outcomes.

The program institutes collaborative studios after the first year, emphasizing relationships between student to student, student to faculty, and student to client. Interaction opportunities also include those between the architecture program and other disciplines within the college, the profession, and the local community. While participation within the Program Advisory Committee and other student organizations provide direct student leadership exposure, the introduction of professional ethics as a key component of leadership in freshman seminars is most notable, making direct connections with the perspective of professional responsibility.

Although an emphasis on integrative design at different levels throughout the studio sequence is significant, the overarching principle of technological agility stands out as central to both the program's philosophy and in synthesizing innovative design solutions. Given the ever-present impact of this principle throughout the curriculum, and how the program intertwines this with the design process, design itself is also elevated, in areas that range from applied research to addressing sustainable global development.

The strong relationships the program has fostered with the AIA-MN and alumni connections through the Program Advisory Committee provide students with numerous opportunities for both professional interaction and exposure to the related disciplines. The program's foundational principle of professional leadership is most evident in its emphasis on the transition from education to internship to eventual licensure. Significantly, the program's Freshman Seminar introduces students to the AXP process in their first year, and the program has stated its intention to pursue participation in the NCARB's IPAL program upon achieving accreditation.

As stated in the APR, "a key ideal of the program is the belief in the capacity of building technology to transform the relationship between humanity and the environment it exists within" (*APR p. 19*). The curriculum applies this maxim on both an environmental and social level. Efforts to expand its global practice studios, starting with the established studio in Barcelona, seek to instill the concept that equitable and sustainable technological solutions require a more global perspective. At a local scale, the curriculum has notably established a design-build studio relationship with the Steger Wilderness Foundation, linking the perspectives of environmental stewardship with hands-on experience in community responsibility.

The Steger studio is but one example noted in the APR of service learning through local partnerships, most within communities in need. These feature project-based studios at all levels of the program and service-learning opportunities within all phases of the discipline (design, documentation, fabrication). The program distills these efforts into four areas of focus that straddle the profession's five perspectives: community service, design for social equity, global perspective, and civic engagement. Through these, the program brings real-world practice into the studios, with a wide variety of local and regional partners. As the APR states,

> *In this way, the Program views design as the ability to harness technology for the betterment of all, to use technology as a means to forward the public good. It is the hope of the Program that this shapes graduates with an ability to harness technology for public good, to lead clients, to serve the underserved, to heal the environment, and to reshape the profession. (APR p. 19)*

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

2019 Analysis/Review: The APR provides evidence of long-range planning on p. 22, which describes a three-prong process encompassing the PAC, college administration, and students and faculty of the Architecture Program. This includes discussion on how the faculty and students engage in long-range planning as a component of their regular staff meetings and an annual planning meeting with students. The APR on pp. 23-32 and p. 38 provides a detailed description of long-range plan components through 2023, including changes and additions to faculty as enrollments in the program increase, movement of the library to allow for expansion of resources, movement of physical resources into shared lecture and seminar spaces, expansion of the digital lab with various modern wood-working tools, as well as a list of new initiatives. The architecture program's website was updated to include info on the NAAB as well as some longer-term goals centered around IPAL. Discussions with Program Manager John Dwyer indicated that the growth of their new program anticipates reconfiguring other programs/equipment in the building to allow for the eventual expansion. The APR provides details of how the program's planning integrates with the college's planning process, and additional discussions with the provost and the dean revealed smart planning for the long-range sustainability of Dunwoody's non-profit existence.

I.1.6 Assessment:

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

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

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2019 Analysis/Review:

A. Program Self-Assessment Procedures: The program assesses its mission, vision, response to the five perspectives, and its long-range plan as a part of its annual report. The Program Advisory Committee works with the program in self-assessments relating to its progression towards its mission, multiyear objectives, addressing deficiencies and causes of concern at the time of the last visit, as well as strengths, challenges, and opportunities for the program. The PAC and the program meet twice annually with a holistic agenda and quarterly with a more focused and specific agenda. The program utilizes its relationship with the registrar's office to acquire and analyze data regarding the diversity of enrollment in its assessment of strengths, opportunities, and challenges. The team found evidence in meeting with the provost that the higher administration regularly uses self-assessment regarding the program's role in the college's progression towards its mission and multiyear objectives in addition to addressing its strengths, challenges, and opportunities in planning for ensuing multiyear plans. Annual student-advising meetings provide additional feedback taken into consideration in the assessment and development of long-range planning for the program.

B. Curricular Assessment and Development: The program adopts a four-part framework for curricular assessment that correlates to the program's founding principles. For each major category — communication, technology, professionalism, and service — student work product (portfolio, exams, reports) and means to assess the quality (jury, faculty grading, etc.) are specified. The responsibility for assessment is distributed based on course type and level in the program. Every course is assessed by the specified artifacts and benchmarked review standards every two years (*APR, p. 36*).

The Curriculum Committee uses the results of the assessments to recommend any necessary adjustments. The same committee reviews new course proposals to assure that program-defined outcomes are intended, and also to align with accreditation standards. The committee also assesses faculty performance in the delivery of the course. The committee's judgments and recommendations are documented and referred to administrators (*APR, p. 37*).

At the institutional level, courses and programs are reviewed by an interdisciplinary committee, the Curriculum Quality Council, charged with quality improvement. The program is required to submit an annual assessment report.

The sum of these assessment activities creates a culture of continuous improvement rather than periodic maintenance.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2019 Team Assessment: Evidence of appropriate faculty levels to support student learning and achievement was provided in the APR on pp. 41-48 in addition to on-site understanding. A chart of courses taught over two years shows identical full loads for three instructors, reduced loads for the program manager and the academic adviser, while the remainder are part-time. Furthermore, these loads are regulated in accordance with position titles and other considerations as described in the *Dunwoody Faculty Handbook* (*pp. 23-25*). As described in both the APR and corroborated by meetings on-site, faculty assignments, loads, and development goals are discussed and agreed upon annually with the program manager.

A rich array of faculty development opportunities in the areas of instructional and technical development are available, and faculty participation in professional associations is also supported. Some initial and continuing development is required; the expectations are set on an annual basis in a meeting between the faculty member and the program manager.

Student support services, including academic support and career services, are offered in college-wide centers. The program's academic advisor monitors individual needs and connects students with appropriate services. Students report a high level of satisfaction with both formal and informal advising (*APR, p. 47*).

The program currently operates without dedicated staff, but it does receive assistance from college-level administrative staff and has a multi-year plan for developing a support staff. There is agreement that the most pressing staff need is for a fabrication lab manager, a position that appears in the Long-Range Planning outline to be expected in 2019 (*APR, p. 24*).

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

Physical resources include but are not limited to the following:

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

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2019 Team Assessment: Combined studios and adjacent classrooms align with and foster the collaborative aspect of the program's pedagogy. There is a super-studio with dedicated desks for students in 2nd-year through 5th-year and a smaller studio space with desks for 1st-year students. There are three classrooms used for lecture and seminar courses, as well as dedicated break-out space for each upper level cohort. Studio and classroom spaces are adequate for the current program size, and, as addressed in the APR (*p. 53*) and confirmed in meetings with the program manager, dean, provost, and president, expansion will be necessary as the program continues to grow. The program and higher administration are aware of this and have strategies and plans for expansion. The recently constructed Learning Resource Center features the physical library as well as a variety of spaces to work both collaboratively and independently. As an established school of technology, there are labs and machine-shops relative to adjacent disciplines that provide opportunities for intermittent interdisciplinary learning and demonstrations. The FAB LAB contains laser cutters, CNC machines, modeling tools, power tools, a spray booth, and ventilation. Both students and faculty noted that the FAB LAB lacks dedicated supervision and maintenance, resulting in limited access to students. The super-studio has dedicated space for hand-powered tools and model-making accessories along with workbenches for related activities available for regular access by the students. There is a woodshop accessible on a course-specific basis for material testing, full-scale mock-ups, additional power tools, and concrete pours. A print-room houses a plotter, large printer, lay-by tables, and recycling; all school printers dispersed throughout the campus are available for use by all students.

Faculty members have access to an office with a conference table, and a combined office with dedicated workstations for full-time faculty and hot-seat stations for adjunct faculty. Additionally, there is a private and accessible office dedicated to the advising and counseling of students by faculty located adjacent to the studios and classrooms, and it is available for use by all program faculty.

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

[X] Demonstrated

2019 Team Assessment: While the school started with an endowment, it continues to run on a tuition-based model. Tuition revenue has almost tripled in the last four years while expenses have only doubled in the same time frame. The school anticipates increasing enrollment over the next five years by 10-30%. The private, non-profit status of the school is attractive to cost-conscious students, which is further enhanced in the Architecture Program due to its technical, hands-on approach of mostly practicing

architects who are educating students to become licensed architects. Because of the institution's tuition-based financing, the program is also placing importance on monitoring retention rates and recruitment of under-represented student populations. The support of local firms, who discussed their dependence on the Dunwoody program's success, indicated good outside support. There is a substantial commitment by local A/E firm Gensler to sponsor the 5th-year studio, final studio, and a Gensler Prize to be awarded at the final review. Project opportunities have been identified in Cameroon, Jamaica, and Puerto Rico. All indications are that the program is viable and sustainable although subject to market changes like all programs.

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

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

[X] Demonstrated

2019 Team Assessment: Information from the APR was substantially expanded upon by the site meeting with the librarian. The Learning Resource Center (LRC) currently contains around 2,500 volumes, technical data and reference books, materials and product binders, librarians' office with reserve materials, materials presentation, and exhibit space. The recent acquisition of nearly 6,000 volumes from a nearby institution that closed will augment the book collection substantially; however, the necessary cataloguing will delay access for now. Meanwhile, the college is supporting membership in a local consortium for wider access, has subscribed to a substantial number of electronic books, and also subscribes to multiple electronic databases (EBSCO Database, Art & Architecture Database, Avery Index of Architectural Periodicals). The librarian visits classrooms on a regular basis to inform students of the array of resources available and creates subject-based resource listings. The librarians provide further refreshers and individual training for students as needed and support them in learning "how to research" the topics they are exploring in their studies.

The LRC space is the most updated of all spaces reviewed in the college, and it was evident that there was a great level of commitment to not only maintaining hardcopy resources but also providing a quality study and collaboration space, with private and semi-private collaboration areas as well as open study areas with resource stacks around the perimeter – designed in keeping with "learning commons" that are typical of many university undergraduate libraries. There is an associated "high-tech" media classroom with a dual projection system operable from the podium and throughout the classroom. Students can mirror from laptops and project onto flat-screen displays, all with an integrated audio system. A bank of glass doors at the rear allows the space to expand easily to an adjacent space for larger audiences. The LRC together with this active learning classroom are examples of quality architecture for the students as well as well-used spaces for the college.

The FAB LAB contains laser cutters, CNC machines, modeling tools, spray booth, and ventilation. It was noted by the students and faculty that the FAB LAB lacks dedicated supervision, with limited or no access to students at times, and is subject to equipment failures with limited maintenance support. At the time of this visit, the large laser cutter has been unavailable since the spring semester when it broke down due to a user error.

Computing resources include standard architectural design software, including full Autodesk resources, modeling software, the Adobe Design Suite, and standard office software tools.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2019 Team Assessment: As a relatively small institution, the administrative reporting is limited to a program manager reporting to the dean of the department, all overseen by the provost. The program manager receives input from a curriculum committee as well as his constituencies. An independent Program Advisory Committee offers external review and recommendations to the program manager and dean.

Meetings with faculty and administrators describe a culture of faculty-generated innovation and programs. If they are able to identify the means for implementing them with professional or industry partners and/or grants, they are supported by administrators. There is a high level of openness to cooperation among the programs in the department.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

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

Instructions to the team:

1. *When an SPC is MET, the team is required to identify the course or courses where evidence of student achievement at the prescribed level was found.*
2. *If an SPC is NOT MET, the team must include a narrative that indicates the reasoning behind the team's assessment.*
3. *After completing the VTR, the team must prepare an SPC matrix (using a blank matrix provided by the program) that identifies the courses in which the team found the evidence of student achievement. The team's matrix is to be appended to the VTR as Appendix 2.*

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

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

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 1102 Studio 1 - Drawing Mechanics, ARCH 2201 Portfolio, and ARCH 5103 Professional Practice.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3101 Design Thinking and ARCH 3102 Studio 5 - Site & Client.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4204 Studio 8 - Abroad/Culture.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for courses ARCH 3102 Studio 5 - Site & Client and ARCH 4102 Studio 7 - Interdisciplinary.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3201 Seminar B - Ordering Systems and ARCH 2202 Studio 4 - Assemblies.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work primarily prepared for ARCH 4103 Structures, ARCH 3202 Studio 6 - Program & Context and ARCH 5202 Studio 10 - Comprehensive II. Supplemental evidence was found in student work prepared for ARCH 3103 Architectural Theory.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3203 Architectural History I and ARCH 4104 Architectural History II.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4204 Studio 8 - Culture/Abroad. Student work focused on “deep dives” into the cultural and physical conditions of the study areas assigned. The level of responsibility to these issues demonstrated in the mapping projects make this an SPC **Met with Distinction**.

Realm A. General Team Commentary: Student achievement relating to critical thinking and representation is evident in work provided for a variety of courses across the curriculum: design studios, portfolio, professional practice, design thinking, seminars, structures, architectural theory, and architectural histories. Student understanding of cultural diversity and social equity (A.8) was met with distinction through student work provided for ARCH 4204 Studio 8, among others. Throughout speaking with students and faculty, and while reviewing student work, the team found that the program's value on collaboration, both interdisciplinary in scope and with faculty, fosters the development and growth of students' critical thinking and representation.

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

Student learning aspirations for this realm include

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

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3202 Studio 6 - Program & Context and ARCH 4102 Studio 7 - Interdisciplinary.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3102 Studio 5 - Site & Client.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2102 Studio 3 - Design Development and ARCH 1203 Building Codes and Regulations.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 1201 Construction Docs and ARCH 2102 Studio 3 - Design Development.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4103 Structures and ARCH 5202 Studio 10 - Comprehensive II.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2204 Environment Systems, ARCH 2104 Service Systems, ARCH 2102 Studio 3 - Design Development, and ARCH 2105 Economics of Building.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 1204 Structure and Envelope and ARCH 2102 Studio 3 - Design Development.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2102 Studio 3 - Design Development and ARCH 4103 Structures.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2102 Studio 3 - Design Development and ARCH 2104 Service Systems.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2105 Economics of Practice.

Realm B. General Team Commentary: Student work in this realm demonstrated the ability to apply technical knowledge in the completion of analysis and design projects. The work showed clear comprehension of issues relating to constructability and environmental stewardship. Technical strengths were matched by breadth of concern for community impacts and sensitivity to natural environmental factors.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

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

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4103 Structures, ARCH 3103 Architectural Theory, and ARCH 4204 Studio 8, as seen in particular in the 2040 Minneapolis project student work.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5202 Studio 10 - Comprehensive II.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5202 Studio 10 - Comprehensive II. This condition is **Met with Distinction**. The student work provided for ARCH 5202 Studio 10 - Comprehensive II was ambitious in scope, including work demonstrating investigation and analysis, concept development, and identifying priorities and purpose. Thorough evidence was provided, from supplemental process documents to fully realized architectural solutions.

Realm C. General Team Commentary: Overall integrative architectural solutions were met, and C.3 Integrative Design was met with distinction, which is a significant achievement for a new program. The provided projects demonstrated complex integrative design solutions which included urban settings, incorporating detailed site evaluations including transit, climate, and land use and the various occupancies of adjacent sites. The solutions were clear evidence of detailed, thoughtful efforts at predictable, effective implementation.

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

Student learning aspirations for this realm include:

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

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2103 Project Management and ARCH 4102 Studio 7 - Interdisciplinary.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2103 Project Management. The team found this SPC is **Met with Distinction**, with course assignments and student work demonstrating a broad and very detailed understanding of the various roles and complex scope of project management in real-world settings.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5103 Professional Practice. The team found this SPC is **Met with Distinction**, with student work displaying a noteworthy depth of understanding of the structures, typologies, financial management, market operations, and evolution of professional practice settings based on direct student interaction with local firms.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5103 Professional Practice.

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.

[X] Not Met

2019 Team Assessment: Although elements of the SPC have been sufficiently covered in ARCH 5103 Professional Practice, the team did not find sufficient evidence of student achievement at the prescribed level in student work provided regarding the NCARB *Rules of Conduct*.

The team requested additional information on this SPC, and the program provided three examples in the high pass student work. Only one of the three indicated a knowledge of the NCARB *Rules of Conduct* as distinct from the AIA *Code of Ethics,* as called out in the condition. The professional practice coursework appears to be lumping these two together and calling them the NCARB/AIA code of ethics. They are indeed separate, and a potential architect should know where to go to find each. Accordingly, the SPC is **Not Met**.

Realm D. General Team Commentary: Student achievement in the realm of professional practice was clearly demonstrated in evidence with several areas of distinction (D.2 Project Management and D.3 Business Practices). The overall ethos of the school is that students be prepared to "go to work" upon graduation, which is clearly borne out in the students' work. The teaching staff of the program are mostly licensed architects with some currently managing their own firms while teaching. Strong connections with the current practice of architecture exists throughout the curriculum. The lack of recognition of the NCARB *Rules of Conduct* required by D.5 was the only item lacking in Realm D.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
    a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
    b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2019 Team Assessment: A September 20, 2018 letter from the Higher Learning Commission indicates the current accreditation for Dunwoody College of Technology is valid up to 2023-2024 (*APR, p. 137*).

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 nonaccredited 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:

[X] Not Met

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

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

Part Two (II): Section 3 – Evaluation of Preparatory Education

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

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

[X] Met

2019 Team Assessment: There is a rigorous process of evaluation of transfer credit that converts general studies credits, assesses technical competency and knowledge base in software tools and building systems knowledge, as well as Student Performance Criteria. Articulation agreements with two primary sources of transfer students provides a means for efficient and well-documented course transfer. Portfolio reviews and interviews are used to assure that the required technical competency has been achieved (*APR, p. 68*).

The program provided the team with copies of the articulation agreements and student evaluation files to review, as well as supporting records of the process.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2019 Team Assessment: The required language for programs in candidacy can be found on the Dunwoody website: http: //dunwoody.edu/about/accountability/program-accreditations/architecture/

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2019 Team Assessment: The required documents can be found on the architecture program website: http: //dunwoody.edu/about/accountability/program-accreditations/architecture/

II.4.3 Access to Career Development Information:

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

[X] Met

2019 Team Assessment: The college maintains a Career Services center for all students. Students can get help with resumes, interviewing, and networking.

The program provides architecture-specific information in the form of links to AIA career information and the local AIA job postings; NCARB information on AXP and ARE; and the AIA *Guide to AXP and ARE*.

All faculty are active in the local professional community and provide ongoing informal access to local opportunities.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2019 Team Assessment: The team found the most recent APR, VTR, decision letter from the NAAB, and annual reports on the program's website. Interim Progress Reports are not yet applicable as the program has not yet received initial accreditation.

II.4.5 ARE Pass Rates:

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

[X] Not Applicable

2019 Team Assessment: ARE pass rates are not yet applicable as the program has not yet received initial accreditation.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2019 Team Assessment: All application forms, admission requirements, procedures and policies including the processes for evaluation of transcripts along with the procedures for the evaluation of preprofessional degree content, financial aid and scholarship processes and opportunities, as well as student diversity initiatives can be found within the school's website at the links listed below.

Application requirements, forms, and instructions for prospective first year students:
https://dunwoody.edu/admission-aid/

Admissions information for prospective students:
https://catalog.dunwoody.edu/catalog-student-handbook/admissions/#admissionrequirementstext

Admissions information for prospective B. Arch students (directly into third year):
https://dunwoody.edu/construction/architecture/ http://www.dunwoody.edu/pdfs/Dunwoody-College-Architecture-Admissions.pdf

Application requirements, forms, and instructions for transfer applicants:
https://catalog.dunwoody.edu/catalog-student-handbook/admissions/transfer-students-transfer-credit/

Application requirements, forms, and instructions for re-admittance:
https://catalog.dunwoody.edu/catalog-student-handbook/admissions/readmittance/

Application requirements, forms, and instructions for international applicants:
https://catalog.dunwoody.edu/catalog-student-handbook/admissions/international-students/

Requirements and forms for applying for financial aid and scholarships:
https://catalog.dunwoody.edu/catalog-student-handbook/financial-aid-student-accounts/

Student diversity initiatives:
https://dunwoody.edu/admission-aid/scholarships/witc/
https://catalog.dunwoody.edu/catalog-student-handbook/student-rights-responsibilities/
https://dunwoody.edu/campus-life/student-organizations/
https://dunwoody.edu/news/tag/diversity-forum/

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2019 Team Assessment: Students have access to information and advice for making decisions regarding financial aid through the school's website (links below). Additionally, students have access to the school's financial aid office for supplemental guidance regarding financial aid.

General information regarding tuition and aid: https://dunwoody.edu/admission-aid/tuition-aid/
Program-specific tuition and fees: PDF link within https://dunwoody.edu/admission-aid/tuition-aid/
Net-price calculator: link within https://dunwoody.edu/admission-aid/tuition-aid/

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2019 Team Assessment: The team found the most recent annual reports on the program's website. The program provided certification that the reported statistical data is in conformance with the condition.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition).

[X] Not Applicable

2019 Team Assessment: Interim Progress Reports are not yet applicable as the program has not yet received initial accreditation.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.8 **Cultural Diversity and Social Equity:** Student work for ARCH 4204 Studio 8 - Culture/Abroad focused on “deep dives” into the cultural and physical conditions of the study areas assigned. The level of attention and responsibility to these issues, particularly as demonstrated in the mapping projects, make this an SPC **Met with Distinction**.

C.3 **Integrative Design:** The student work provided for ARCH 5202 Studio 10 - Comprehensive II was ambitious in scope, including work demonstrating investigation and analysis, concept development, and identifying priorities and purpose. Thorough evidence was provided from supplemental process documents to fully realized architectural solutions, rendering this SPC **Met with Distinction.**

D.2 **Project Management:** The team found this SPC is **Met with Distinction**, with course assignments and student work demonstrating a broad and very detailed understanding of the various roles and complex scope of project management in real-world settings.

D.3 **Business Practices:** The team found this SPC is **Met with Distinction**, with student work displaying a noteworthy depth of understanding of the structures, typologies, financial management, market operations, and evolution of professional practice settings based on direct student interaction with local firms.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

		REALM A	A.1 Professional Communications	A.2 Design Thinking Skills	A.3 Investigative Skills	A.4 Architectural Design Skills	A.5 Ordering systems	A.6 Use of Precedents	A.7 History & Culture	A.8 Cultural Diversity & Social Equity	REALM B	B.1 Pre-Design	B.2 Site Design	B.3 Code & Regulations	B.4 Technical Documentation	B.5 Structural Systems	B.6 Environmental Systems	B.7 Building Envelope Systems and Assemblies	B.8 Building Materials and Assemblies	B.9 Building Service Systems	B.10 Financial Considerations	REALM C	C.1 Research	C.2 Integrated Evaluations and Decision-Making	C.3 Integrative Design	REALM D	D.1 Stakeholder Roles In Architecture	D.2 Project Management	D.3 Business Practices	D.4 Legal Responsibilities	D.5 Professional Ethics
	ASSOCIATE OF APPLIED SCIENCE																														
Semester 1	ARCH 1102 Studio 1 - Drawing Mechanics		■																												
	ARCH 1203 Building Code & Regulations													■																	
	ARCH 1104 Building Systems																														
Semester 2	ARCH 1201 Construction Docs														■																
	ARCH 1202 Studio 2 - Documentation																														
	ARCH 2203 Material Strengths																														
	ARCH 1204 Structure & Envelope																	■													
Semester 3	ARCH 2102 Studio 3 - Design Dev.													■	■		■	■	■	■											
	ARCH 2103 Project Management																										■	■			
	ARCH 2104 Service Systems																■			■											
	ARCH 2105 Economics of Practice																■				■										
Semester 4	ARCH 2201 Portfolio		■																												
	ARCH 2202 Studio 4 - Assemblies						■																								
	ARCH 2204 Environment Systems																■														
	ARCH 2205 Economics of Building																														
	BACHELOR OF ARCHITECTURE																														
Semester 5	ARCH 3101 Seminar A - Design Thinking			■																											
	ARCH 3102 Studio 5 - Site & Client			■		■							■																		
	ARCH 3203 Achitecture History I								■																						
Semester 6	ARCH 3201 Seminar B - Ordering Systems						■																								
	ARCH 3202 Studio 6 - Program & Context							■				■																			
	ARCH 4104 Architecture History II								■																						
Semester 7	ARCH 4101 Seminar C																														
	ARCH 4102 Studio 7 - Interdisciplinary					■						■															■				
	ARCH 4103 Structures							■								■			■				■								
	ARCH 3103 Architectural Theory							■															■								
Semester 8	ARCH 4205 Seminar D																														
	ARCH 4204 Studio 8 - Abroad				■					■																					
	ARCH 4204 Studio 8 - Culture				■					■													■								
	ARCH 4203 Public Interest Design																														
Semester 9	ARCH 5101 Seminar E																														
	ARCH 5102 Studio 9 - Comprehensive I																														
	ARCH 5103 - Pro Practice		■																									■	■		
Semester 10	ARCH 5201 Seminar F - Practice																														
	ARCH 5202 Studio 10 - Comprehensive II							■								■								■	■						
	ARCH 5203 Applied Research																														

Appendix 3. The Visiting Team

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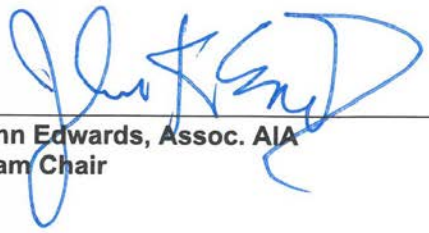
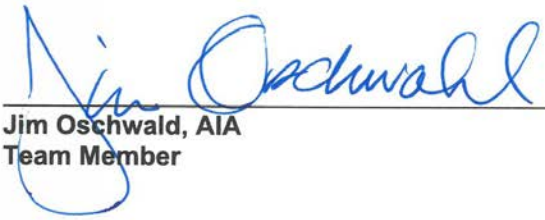
V. Report Signatures

Respectfully Submitted,



John Edwards, Assoc. AIA
Team Chair

Ann Marie Borys, Ph.D., AIA
Team Member



Jim Oschwald, AIA
Team Member

Abby Fields
Team Member