DUNWOODY COLLEGE OF TECHNOLOGY

ARCHITECTURE PROGRAM REPORT

2019 VISIT FOR INITIAL ACCREDITATION

DEGREE PROGRAM
Bachelor of Architecture (B. Arch)

SUBMITTED TO
The National Architectural Accrediting Board

DATE
March 1, 2019
Revised August 5, 2019

YEAR OF PREVIOUS VISIT
2017

CURRENT TERM OF ACCREDITATION
"At their March 2018 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the Dunwoody College of Technology.

On behalf of the board it gives me great pleasure to inform you that the **Bachelor of Architecture** degree program was granted continuation of candidacy. The next visit for initial accreditation is schedule for 2019. The program must achieve initial accreditation by 2021."

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

PROGRAM TOTAL	158 Semester Credit Hours
AAS SUBTOTALS	68 Semester Credit Hours
GENERAL STUDIES REQUIRED	9 Credits
GENERAL STUDIES ELECTIVES	11 Credits
PROFESSIONAL STUDIES	48 Credits
PROFESSIONAL ELECTIVES	0 Credits
BARCH SUBTOTALS	90 Semester Credit Hours
GENERAL STUDIES REQUIRED TOTAL	15 Credits
GENERAL STUDIES ELECTIVES	10 Credits
PROFESSIONAL STUDIES REQUIRED	59 Credits
PROFESSIONAL ELECTIVES	6 Credits

DUNWOODY COLLEGE OF TECHNOLOGY | ARCHITECTURE (ARCH)

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SECTION 1 - PROGRAM DESCRIPTION

I.1.1 HISTORY AND MISSION

HISTORY OF DUNWOODY COLLEGE OF TECHNOLOGY

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

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

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

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

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

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

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

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

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

HISTORY OF THE ARCHITECTURE PROGRAM

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

In 2013, a new curriculum was proposed and the exploratory committee became the Program Advisory Committee. In 2014, the program applied for and achieved eligibility for candidacy. Concurrently, John Dwyer was named its program manager and the first cohort of the new curriculum was accepted. In 2015, the program achieved initial candidacy, established the Dunwoody Digital Fabrication Lab, accepted the first bachelor's completion degree students, and added two additional cohorts. In the Fall of 2017, the program realized the initial vision of the Studio Culture Policy through the construction of the Super Studio. That same academic year, it established the study abroad and travel service learning programs. In the Spring of 2018, the program was granted a continuation of candidacy and graduated its first cohort.

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

VISION
Throughout human history, technological advancement has inspired new architectures, transformed the practice of architecture, and provided opportunities for a better world. By providing an education which instills professionalism, embraces technological change with agility, serves with a global perspective, and communicates effectively, we envision a generation of architects capable of strengthening the profession and creating a better world.

FOUNDING PRINCIPLES
The program was founded in response to two divergent forces: the challenges facing the profession in the wake of the great recession, and the growing opportunities to transform the art and discipline of architecture in the context of technological change.

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

Concurrently, the profession's capacity to pursue these opportunities diminished during the recession. The rising costs of education, growing income gaps for architectural interns, and long paths to licensure were further limiting the profession's ability to rebound. We saw a need for an education which focused on the profession, where students could initiate their careers earlier, increase their earning potential, and shorten their path to licensure. The Bachelor of Architecture was identified as an ideal degree toward this goal. With the nearest one over 200 miles from the Twin Cities metropolitan area, Dunwoody founded the Bachelor of Architecture degree program around four principles for strengthening the profession.

1. Professionalism: to forward the profession of architecture by graduating architects ideally poised to lead and evolve the practice of architecture.
2. Service: to forward the discipline of architecture toward civic engagement, community service, human sustainability, and global citizenry.
3. Technology: to engage in design and building technologies with agility and harness their capacity for architectural inquiry.
4. Communication: to collaboratively and critically represent, document, publish and present architectural thought.

PEDAGOGY

The four founding principles shape the armature of the curriculum and its pedagogical ideals.

PROFESSIONALISM
We value the profession of architecture and seeks to strengthen it by generating graduates that are ideally poised to succeed as leaders in the evolution of practice. Central to this goal is a strong belief in the value of licensure. The program provides students with a feasible and clear path to licensure, as well as opportunities to advance the practice of architecture, specifically in areas of public interest design, global practice, computational thinking, and digital fabrication.

Over the first two years, students gain a proficiency in fundamental skills with the objective of making students highly employable. This, coupled with the program's strong connection to the profession, allows students to initiate their architectural experience program (AXP) requirements while enrolled. The curriculum provides job skills of immediate need and a class schedule conducive to maintaining a healthy work/life/academic balance for students.

In their final three years, students engage the profession critically through courses in professional practice, public interest design, service learning, digital fabrication, architectural research, and business. In their final year, students dedicate study to the Architectural Registration Exam. Upon initial accreditation, the program intends to formally participate in the NCARB Integrated Path to Licensure (IPAL) program.

SERVICE
We embrace the practice of architecture as innately global. As humanity migrates at an exponential rate, the developing and developed worlds coexist worldwide. We see this condition as a great opportunity to engage the discipline of architecture toward a positive impact in human development. We believe this requires a holistic approach, encompassing service to the developed and developing worlds, in local and global contexts.

To accomplish this, the program maintains a practice-based studio sequence as the core of the curriculum, with the majority of studios directly engaging real clients and projects. While ranging in geographic and cultural contexts, the studios maintain service to communities and organizations currently underserved by the profession. The program also maintains policies, memoranda of understanding, and procedures to ensure the work is of greatest impact.

Reinforcing this commitment to service and global perspective are three travel study options. The first program integrates itself into the fourth year curriculum through nine weeks of study within a global city. The objective is to provide comparative analysis through immersive learning and develop an understanding of the diverse populations impacting global urban development. The second program engages communities in need nationally and internationally through one and two week travel service learning opportunities. The objective is to expose students to alternative forms of architectural practice and provide a broader view of the architect's role in the health of humanity. Lastly, during the fifth year, opportunities are provided for students to engage in self-guided travel while working directly with clients and communities in need worldwide.

TECHNOLOGY
We define technology in two dimensions, design and building. We see design technology as encompassing all tools and media for representing, testing, visualizing, documenting, simulating, and communicating architecture. We see building technology as encompassing all materials, methods, assemblies, systems, subsystems, sciences, performative measures, standards and regulations which determine how design is realized in built form.

The program recognizes the recent, ongoing, and substantial changes in design technologies and the many ways in which they are transforming architecture. The program seeks to give students the capacity to engage traditional, new and emerging design tools. The result is a curricular structure rooted in technological agility, rather than technological mastery. The first two years of the curriculum focus on acquiring this agility, while the remaining three years explore the possibilities of evolving architecture through emerging design technologies.

COMMUNICATION
We see architecture as a form of communication rooted in critical representation, documentation, publication and presentation of architectural thought. We view abstract thinking as essential to architectural communication in its ability to break procedural paradigms.
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The AAS degree provides a broad empirical base of communication techniques within a focused and current context, while the Bachelor of Architecture degree abstracts from that base through comparison, critique, and reflection within historical, cultural, and theoretical contexts. The objective is to provide an education which harnesses modes of presentation and representation toward effective architectural communication.

THE PROGRAM'S BENEFITS TO THE INSTITUTION

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

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

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

REVENUE AND ENROLLMENT GROWTH
It is the objective of the program to maintain five concurrent cohorts of students. The first cohorts will average of 40 students. The final three cohorts will average of 24 students per cohort. The Program intends, therefore, to maintain an average student population of 150. Currently, the program maintains a student population of 128. The expanded student population will require an increase in the faculty and facilities, but not in direct proportion. The result will be a net positive in income for the College. It is the full intention of the College to continue providing additional resources to the Architecture Program as these increases in income realize over the coming years.

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

SERVICE LEARNING
In the Fall of 2017, the Architecture Program established Study Abroad, Travel Service Learning, and strategic community partners to formalize an approach to civic engagement through real world projects which engage underserved communities locally, nationally and globally. Through established relationships with academic and community partners, the program offers opportunities and resources for students to perform civic engagement. This component of the Program helps to fulfill the College's objectives for community outreach while positioning the program as a positive agent for change.

THE INSTITUTION'S BENEFITS TO THE PROGRAM

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

FACILITIES
The College has committed 8,000 square feet of studio and classroom spaces to be dedicated to the architecture program. This is located on the east side of the Red level and includes five classrooms, a digital underwent significant renovations in the summer of 2017. The College also provides additional classrooms for lectures and seminars throughout the campus, but primarily on the west side of the Red level. The College also established a new library which houses periodicals, books, reserve materials, building material samples, virtual reality facilities, Lynda learning stations, and other learning resources. The program also benefits from the college's 1,000 sf material testing lab and woodshop on the Green Level.

ACADEMIC HISTORY
As the College reaches its 106th year, it carries with it a strong reputation in the community as a strong and stable institution with a commitment to educating its students in industry specific skills. The College offers the Architecture program a rare opportunity to create a new program with the credibility and integrity of this rich and long history.

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

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

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

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

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

HOLISTIC DEVELOPMENT

GENERAL STUDIES
A liberal education is be a key component of the Architecture Program. Annually, the program reviews courses offered by other programs within the College and selects a series of required and elective courses for students enrolled in the Architecture Program. Students are required to complete 39 semester credit hours of general studies courses over ten semesters. Required courses will likely include general education in accounting, technical writing, professional communication, geography, math, and physics. Elective courses may include any other course offered within the College's Arts and Sciences, Business Management, or other technical programs. See the Course Descriptions in section 4.2 for a list of current general studies courses within the Architecture Program.

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

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

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

COMMUNITY SERVICE
Opportunities exist in both curricular and extra-curricular modes for students and faculty to engage local and global underserved communities. The objective is to maintain a holistic approach to architectural education, wherein the economic and ecological design criteria are given social, global and cultural perspective. Long term partnerships are integrated into coursework and managed over the course of many years.

Within the curriculum, the Program matches studios with clients and communities in need. In addition, a studio dedicated to global practice is offered during year four of the Program along with lecture courses in applied research and public interest design. To date, partnerships have been formed with Ponce Neighborhood Housing Services, The Organization for the Strategic Development of Jamaica, the Steger Wilderness Center, Frogtown Farm, AIA Minnesota Search for Shelter, the Downtown Minneapolis Association, Housing Our Heroes, Film North, the City of Minneapolis, Friends of Loring Park, and Habitat for Humanity.

I.1.2 LEARNING CULTURE

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

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

SCHOLARSHIP
The College maintains five core values for scholarship.

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

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

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

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

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

ACADEMIC INTEGRITY

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

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

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

ARCHITECTURE PROGRAM SPECIFIC POLICIES

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

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

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

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

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

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

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

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

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

Ownership of Intellectual Property

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

Exceptions

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

I.1.3 SOCIAL EQUITY

HARASSMENT AND DISCRIMINATION

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

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

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

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

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

EQUAL EMPLOYMENT / EQUAL EDUCATION

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

Carla Connor, Ph. D. – Vice Provost for Program Development and Compliance
Dunwoody College of Technology
818 Dunwoody Blvd Minneapolis MN 55403-1192
Office: Silver Level
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DIVERSITY

It was through the last will and testament of William Hood Dunwoody that Dunwoody came to exist, including its policy for diversity. Diversity is not a new concept to Dunwoody; rather, it began with the very conception of the school. The Inclusiveness Statement of the College comes

directly from the words of our founder: “Provide for all time a place where youth without distinction on account of race, color or religious prejudice may learn the useful trades and crafts, and thereby fit themselves for the better performance of life's duties.”

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

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

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

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

The Multi-cultural Center exists to:

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

WOMEN’S RESOURCE CENTER
The Women’s Resource Center (WRC) is a place and environment for students, staff and faculty to learn, grow and be empowered. The WRC is a vehicle for women to gain access to resources and gain support. The WRC is equipped to provide referrals to community resources, concerns around health and social issues and beyond.

Through weekly meetings, periodic workshops and other fun events, women are able to network with one another and gain knowledge. In addition to these activities, the WRC provides a space to study, relax, have group discussions and more. While focused on women, both women and men can benefit from the center.

YOUTH CAREER AWARENESS PROGRAM
Dunwoody College of Technology’s Youth Career Awareness Program (YCAP) started in 1988. Since then, YCAP has assisted more than 1,300 students. YCAP’s mission is to enhance the career opportunities of under-represented youth, empower high school juniors and seniors to graduate from high school, and encourage students to earn a degree from Dunwoody.

Scholarship benefits for students participating in YCAP include up to $10,000 per year for two years, $500 per semester to assist with books and technology fees, and mentorship through monthly training workshops on personal finance, time management, and job interviewing skills.

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

DIVERSITY IN THE ARCHITECTURE PROGRAM

We recognize the strength of the profession is determined by our diversity. Therefore, diversity of thought, experience, and background are critical to a vibrant studio culture. The Program seeks to build a diverse faculty and student body and maintain that diversity from graduation to leadership within the profession. As such, it is essential for the Program to continuously expand the diversity of both its student body and faculty with strict adherence to the College's Diversity Mission and Vision. While faculty and student profiles have improved during the first five years, much work remains to achieve the Program's objectives.

In the Spring of 2019, the Program Advisory Committee, along with faculty and student representatives, initiated a recruiting and retention plan which will begin implementation in Summer 2019.

In student body, the Plan builds on multi-year objectives to serve underserved student populations. Central to this endeavor is a recruitment within community and technical colleges with architectural technology programs. By maintaining a technical and vocational AAS degree, the Program's curriculum aligns with most architectural technology programs nationwide. The Program maintains an active role in the Coalition of Community Colleges with Architecture Programs and intends to join its leadership in Summer 2019. This serves as a primary means of outreach to a diverse student body across the country.

In faculty, the plan focuses on national and international recruiting. While the Program has, to date, focused on local practitioners to serve as full time and adjunct instructors, the intention will be to initiate national recruitment of faculty beginning in Spring 2019. The Program will also begin aligning curricula and coring courses with other departments, primarily interior design, to expand faculty influence and diversity across disciplines. Selection of faculty will focus heavily on an individual's capacity to provide students a global perspective through direct knowledge and experience in the global community. See annual statistical reports in section I.1.2.

In structure, the plan focuses on awareness, collaboration, and special events with industry partners. Beginning in Fall of 2019, the Program will host a portion of the Women's Leadership Summit on campus, giving current students and faculty direct access to programming within the summit. The plan also focuses on an increased involvement in high school programs through involvement in the AIA Minnesota Architecture in Schools Committee. Starting in Summer of 2019, faculty will be assigned and remain active within the committee. The Program Manager will also maintain an active role as a member of the AIA Minnesota Board of Directors, with the intention of forwarding the local chapter's diversity efforts within the profession and fostering the transition from academia to practice.

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

CURRENT FACULTY AND STUDENT PROFILE

STUDENT CHARACTERISTICS

CHARACTERISTIC	NUMBER	PERCENTAGE
Male	85	71%
Female	35	29%
Hispanic or Latino	13	11%
American Indian or Alaska Native	1	0%
Asian	8	7%
Black or African American	5	4%
Native Hawaiian or Other Pacific Islander	0	0%
White	85	71%
Race/Ethnicity Unknown	6	5%

FACULTY CHARACTERISTICS

CHARACTERISTIC	NUMBER	PERCENTAGE
Male	8	57%
Female	6	43%
Hispanic or Latino	2	14%
American Indian or Alaska Native	0	0%
Asian	1	7%
Black of African American	1	7%
Native Hawaiian or Other Pacific Islander	0	0%
White	9	64%
Race/Ethnicity Unknown	1	7%

2023 DUNWOODY ARCHITECTURE ENROLLMENT + DIVERSITY PLAN OBJECTIVES

STUDENT CHARACTERISTICS

CHARACTERISTIC	NUMBER	PERCENTAGE
Male	120	60%
Female	80	40%
Hispanic or Latino	30	15%
American Indian or Alaska Native	10	5%
Asian	30	15%
Black or African American	30	15%
Native Hawaiian or Other Pacific Islander	0	0%
White	80	40%
Race/Ethnicity Unknown	20	10%

FACULTY CHARACTERISTICS

CHARACTERISTIC	NUMBER	PERCENTAGE
Male	10	50%
Female	10	50%
Hispanic or Latino	4	20%
American Indian or Alaska Native	1	5%
Asian	4	20%
Black of African American	4	20%
Native Hawaiian or Other Pacific Islander	1	0%
White	8	40%
Race/Ethnicity Unknown	1	5%

I.1.4 DEFINING PERSPECTIVES

COLLABORATION AND LEADERSHIP

COLLABORATION AND THE CLIENT

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

From years two through five, studios contain a collaborative phase. In the fourth year, the Interdisciplinary Studio, relies heavily on multiple forms of collaboration from student-client to student-student. Opportunities for multidisciplinary collaboration occur in specific design-build studios. In addition to the studios, other coursework engages students in the many roles, players, and collaborative structures within project management, varying project delivery methods, and business management strategies.

COLLABORATION AND THE COLLEGE

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

ACADEMIC AND PROFESSIONAL LEADERSHIP

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

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

ETHICAL IMPLICATIONS

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

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

DESIGN

INTEGRATIVE DESIGN

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

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

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

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

MAKING

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

TECHNOLOGICAL AGILITY

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

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

APPLIED RESEARCH

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

PROFESSIONAL INTEGRATION

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

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

PROFESSIONAL GROWTH AND DEVELOPMENT

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

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

TRANSITION TO INTERNSHIP AND LICENSURE

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

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

LIFELONG LEARNING

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

STEWARDSHIP AND THE ENVIRONMENT

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

TRAVEL STUDY AND GLOBAL PRACTICE

The program's desire to explore design and building technologies with rigor and competency requires global reach, demanding faculty and students to engage in global circumstance. It is the intention of the program to continue developing partnerships with international architecture programs with common commitments to the exploration of design and building technologies. These partnerships formalize in various curricular opportunities. Currently, the program offers a 9 week study abroad program in Barcelona through partnerships with the Council on International Education Exchange, and the Institute for Advance Architecture Catalonia. The intent of this semester is to usher a student's journey toward effectively practicing in a global economic circumstance through a comparative immersive analysis of Minneapolis and Barcelona. This is offered through ARCH4202, the eighth studio, Spring of the 4th year.

SOCIAL AND ECOLOGICAL CITIZENS

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

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

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

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

COMMUNITY AND SOCIAL RESPONSIBILITY

SERVICE LEARNING

Rooted in a belief that a new generation of young, licensed architects can transform the profession, the program also places great value in expanding the role of practice into community and social responsibility. These ideals are integrated into the curriculum through three main initiatives:

1. *Establishing partnerships for providing architecture and construction management services to local communities in need.*
   Current partnerships include Housing Our Heroes, The Will Steger Wilderness Center, The Independent Filmmaker Project of Minnesota, The Organization for Strategic Development in Jamaica, Ponce Neighborhood Housing Services, and Frogtown Farm.
2. *Creating curricular integration of project based, hands on community service learning in all academic programs.*
   These partnerships have integrated into the curriculum primarily through studio courses at both the AAS and BARCH levels and elective seminars at the BARCH level. Two studios, ARCH2202 and ARCH3102, complete the AAS degree program and initiate the BARCH program with foci on public interest design. Two seminars, ARCH3201 and ARCH4201, focus on an overview of public interest design in practice, and an architectural history of public interest design, respectively.
3. *Designing, consulting, documenting, maintaining, building, fabricating, and manufacturing works that address the persistent challenges facing our most vulnerable communities and ecosystems*.
   The above courses have resulted in the realization of the Marsden/Gustafson Gallery in Saint Paul, the design of the Dining Hall at the Steger Wilderness Center, the design of housing for returning veterans, and the Frogtown Farm Community Food Center.

From these, four areas of focus are maintained: Community Service, Design for Social Equity, Global Perspective, and Civic Engagement.

COMMUNITY SERVICE

The faculty and students maintain an active involvement in a local and global design community committed to making the world a better place and to serving the underserved. Adjunct professors are expected to bring their direct experience in the community to the students and provide students with the opportunities to collaborate and engage in activities off campus. The faculty, staff and students maintain an active presence in the American Institute of Architects. The majority of full time faculty maintain a membership, volunteer and actively participate in committees and events. Students regularly participate in the program's already established AIAS chapter as well as the Construction Specifications Institute's chapter. They are also regular volunteers for local AIA events including the Conference on Architecture, the Homes by Architects Tour, and Search for Shelter.

The studios engage in the community at large through developed with local arts institutions and neighborhood community organizations. To date, the Program has initiated partnerships and completed projects with the Steger Wilderness Center, the Minnesota Chapter of the Independent Filmmaker Project, Veteran's Journey Home, Ponce Neighborhood Housing Services, the Organization for Strategic Development In Jamaica, MSAADA, and Frogtown Farm.

Future opportunities are being explored with the neighboring Walker Art Center as well as a number of local community organizations serving including Project for Pride in Living, the Friends of Loring Park, the Greater Minnesota Housing Fund, Forecast Public Art, Public Art Saint Paul, and . It is the objective of these partnerships to result in projects within the curriculum as well as extra-curricular activities and Freedom By Design opportunities.

DESIGN FOR SOCIAL EQUITY

Given the strong technological focus of the program, a critical balancing focus of the program is design for humanity. It is through this mergence and application of technological agility and social awareness that the Program views as a great opportunity for the elevation of the discipline of architecture. Studio projects, as proposed by faculty, are weighed based on the diverse backgrounds, programmatic needs, geographies, and cultural circumstances of the client and the project. This is maintained throughout the supporting coursework, providing a holistic view of global practice through a diversity of cultural, physical, environmental and economic circumstance.

GLOBAL PERSPECTIVE

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

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

CIVIC ENGAGEMENT

The program strives to instill in students the calling of civic duty in two dimensions. First, in curriculum, coursework affords students the opportunity to pursue architectural scenarios that express the role of architecture and directly engage the civic realm. Most notably is Studio 7 which engages governing bodies and public discourse within the context of interdisciplinary design thinking. Recently, the studio has collaborated with Veteran's Journey Home, a non-profit housing development organization led by Blake Huffman, the Ramsey County District 1 Commissioner. Currently, the studio is collaborating with the City of Minneapolis Council in the context of its recently launched 2040 plan. These projects require civic engagement at multiple levels including city planning, veteran's affairs, funding streams, and the socio-political fabrics that design must respond to.

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

THE ROLE OF THE FIVE PERSPECTIVES IN LONG-RANGE PLANNING

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

Professionalism: to forward the profession of architecture by generation of architects ideally poised to succeed as leaders in the practice of architecture.
Service: to forward the discipline of architecture toward civic engagement, community service, sustainability, and global citizenry.
Technology: to approach the advancement of design and building technologies with agility and harness their capacity for architectural inquiry.
Communication: to collaboratively and critically represent, document, publish and present architectural thought.

Founding Principles and the Defining Perspectives	Collaboration + Leadership	Design	Professional Opportunity	Environmental Stewardship	Community and Social Responsibility
Professionalism: to forward the profession of architecture by generation of architects ideally poised to succeed as leaders in the practice of architecture.	X		X		X
Service: to forward the discipline of architecture toward civic engagement, community service, sustainability, and global citizenry.	X		X	X	X
Technology: to approach the advancement of design and building technologies with agility and harness their capacity for architectural inquiry.		X	X	X	
Communication: to collaboratively and critically represent, document, publish and present architectural thought.	X	X			X

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

1. Professional Lecture Series – Established in partnership with AIA Minnesota and the Conference On Architecture
2. Academic Lecture Series – In Development with the University of Minnesota
3. AIAS Dunwoody Chapter – Established
4. Freedom By Design – In Development Spring 2019
5. CSI Student Chapter - Established
6. AIA Minnesota Board of Directors – Faculty Representation – John Dwyer
7. NAHB, SkillsUSA, and AIAS Design Competition Events - Established
8. AIA Minnesota Search for Shelter Design Charette, Homes by Architects, and Convention – Student and Faculty Participation
9. Process –Fundraiser and Community Outreach Established in 2016

I.1.5 LONG-RANGE PLANNING

LONG RANGE PLANNING PROCESS

Continuous development and review of the long range planning objectives is essential to the program's mission and ability to manage current growth projections. The long range planning process includes three systems with the Program Advisory Committee, the College administration, and the students and faculty of the Architecture Program.

The Program Advisory Committee includes Long Range Planning as an agenda item for each quarterly meeting and annually assigns a committee member to lead it. The goal of the Program's planning process is to continuously reinforce the alignment of the Program's founding principles with its own outcomes. The Program initiated its long range planning process in the fall of 2014 which resulted in the identification of one, three, and five year plans for acquiring resources, developing curriculum, recruiting, and establishing collaborative relationships.

The College Administration engages in long range planning with the Dean and Program Manager. This is done through monthly deans and managers meetings and annually though the digital Capital Expenditure process located on the college's intranet: staff.dunwoody.edu. Additionally, annual budget meetings are held with the Provost, Program Manager, and Dean to clarify budget, enrollment, and resource needs projections.

Faculty and students also engage in the long range planning process. One faculty meeting per semester is dedicated to long range planning. These meetings include a review of the current long range plan, changes that are required, and short term resource needs and/or requests. Additionally, students provide feedback and insight on long range planning through annual student advising meetings. Students are also included the in the planning and design process of pending changes to physical and information resources. Meetings for these are generated as elements of the long range plan approach implementation.

INFORMATION RESOURCES

2019
Establish a materials and archive library to be shared with all other programs in the Construction Sciences and Building Technologies Department. The library includes physical and digital access to materials, building plans and models, and the student work archive. The library is organized as follows:

1. Materials Library
    a. Material Connexion – Access to digital material library
    b. Architecture – building material and product binders
    c. Interiors – interior material and product binders
    d. As Collected - mock ups, test materials, and building assembly samples
2. Materials Periodicals
    a. Materials Monthly
    b. Materials Today
3. Archive
    a. Plans - construction document sets and physical/digital models
    b. Student Work - as presented to NAAB visiting teams and in exhibitions
4. Reserve – of all required textbooks and reference books

2020
Expand the CSBT library and central library with the following benchmarks:

1. Materials Library
    a. Material Connexion – acquire physical samples
    b. CSI –acquire and annually update 1,000 standard material and product binders
    c. Collection - acquire and annually update 500 mock ups, test materials, and building assembly samples
2. Central Library
    a. EBSCO – expand access and curricular integration to full text search databases
    b. Periodicals - acquire and annually update 20 journals, magazines or other periodicals
    c. Monographs – 500 volumes
    d. Text + Reference Books – 75% of the Program Bibliography: See Architecture Program Bibliography
3. Archive Library
    a. Plans – digitized current collection and expansion to 500plan sets and models
    b. Student Work – digitized, and updated by semester
4. Reserve – updated by semester, old editions and unused items to archive

2023
Expand the CSBT library and central library with the following benchmarks:

1. Materials Library
    a. Material Connexion – expand physical samples to full collection and allow access to the local profession by subscription.
    b. CSI –acquire and annually update 2,000 standard material and product binders
    c. Collection - acquire and annually update 500 mock ups, test materials, and building assembly samples
2. Central Library
    a. EBSCO – expand access and curricular integration to full text search databases
    b. Periodicals - acquire and annually update 20 journals, magazines or other periodicals
    c. Monographs – 500 volumes
    d. Text + Reference Books – 100% of the Program Bibliography: See Architecture Program Bibliography
3. Archive Library
    a. Plans – digitized current collection and expansion to 2,000 plan sets and models
    b. Student Work – digitized, and updated by semester
4. Reserve – updated by semester, old editions and unused items to archive

	2019	2020	2023
Full Time Faculty	5	6	7
Adjunct Faculty	10	13	16
Administrative Staff	1	2	3
AAS Degree Students	80	88	100
B.Arch Degree Students	58	68	100

2019
Faculty: 5 Full Time, 10 Adjunct
Add one full time faculty member by Summer of 2019 to form and lead the fifth year curriculum and assist in establishing the materials library. Add four additional adjunct faculty by the Fall 2019 semester.
Staff: 1 Full Time
Add a Lab Manager to expand, maintain, repair and manage the Materials Library along with Materials Lab and Digital Fabrication Lab.
Students: 80 AAS, 58 B.Arch
Award AAS degrees to 28 students in the Spring of 2019. Award 11 Bachelor's degrees in Spring of 2018. Accept 48 incoming AAS students. Retain 32 returning sophomores. Accept 24 new students and retain 34 returning into the bachelor of architecture completion program.

2020
Faculty: 6 Full Time, 13 Adjunct
Add one full time faculty member by the Fall of 2020 to direct the AAS degree program and manage lecture series and exhibitions. Add eight adjunct faculty by the Fall of 2020.
Staff: 1 Full Time, 1 Part Time
Add a part time assistant to the Lab Manager.
Students: 88 AAS, 68 B.Arch
Award AAS degrees to 40 students in the Spring of 2021. Accept 48 incoming AAS students. Retain 40 returning students. Accept 30 new students and retain 38 returning into the bachelor of architecture completion program.

2023
Faculty: 7 Full Time, 16 Adjunct
Add one new full time faculty member by Fall 2023 to direct the BArch completion program and manage travel study programs. Initiate the search for two additional adjunct faculty member for the Spring 2017 semester.
Staff: 2 Full Time, 1 Part Time
Initiate the search for one full time program administrator for the Fall of 2021. This position will be responsible for managing internship opportunities, collecting and organizing student work, orienting new faculty, collecting and organizing alumni data, managing internal and external calendars and events, ensuring compliance, assisting in programmatic assessment, and serving as a departmental point of contact.
Students: 100 AAS, 100 B.Arch
Award AAS degrees to 48 students in the Spring of 2024. Accept 48 incoming students. Retain 48 returning students. Accept 36 students into the bachelor of architecture completion program.

2019
See Section I.2.3

2020
The program will expand into additional classrooms on the Red Level in coordination with the Interior Design, Graphic Design, and Construction Management programs. Studios will continue to be integrated into an expanded unified studio. This will expand the series of classrooms. Lectures and seminars will be supported in new classrooms held previously by other programs.

The program will also re-establish the Materials Library and expand the classroom which currently contains the Materials Library into the primary lecture space for all programs within CSBT department. It will also move and expand the Digital Fabrication Lab to a space integrated to the wood shop and materials labs. These will require some expansion in physical size and will require significant modification of the existing spaces.

RED 58, 60, 61, 63, 67, 44, 69, 81 - CLASSROOMS: 8 @ 900-1,100 sf, Each Containing:
1. 24-42 workstations + Task Chairs
2. 1 Instructor Desk
3. Digital Projector
4. Pinup Space
5. Resource Room: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
6. Overflow Supplies Storage

RED 62-70 – UNIFIED STUDIO: 1 @ 4,000 sf Containing:
1. 180 workstations + Task Chairs
2. 3 Digital Projector
3. 6 50" LED Monitors
4. 2 Making Stations – mini-laser cutter, 3D printer, model making supplies and workspace
5. 1 Kitchenette
6. Resource Storage: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
7. Pinup Space for Informal Review
8. Individual Student Storage
9. Overflow Supplies Storage
10. Pharos Color 11x17 Printer

GREEN 58 - DIGITAL FABRICATION LAB: 1,500 sf
1. 2 Laser Cutters
2. 1 3D Printer
3. 2 CNC Routers
4. Digital Fabrication Computer Hardware and Software
5. Model Making Tools
6. Photography Lab Equipment
7. Safety Equipment

GREEN 60 - MATERIALS LAB: 1,000 sf

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

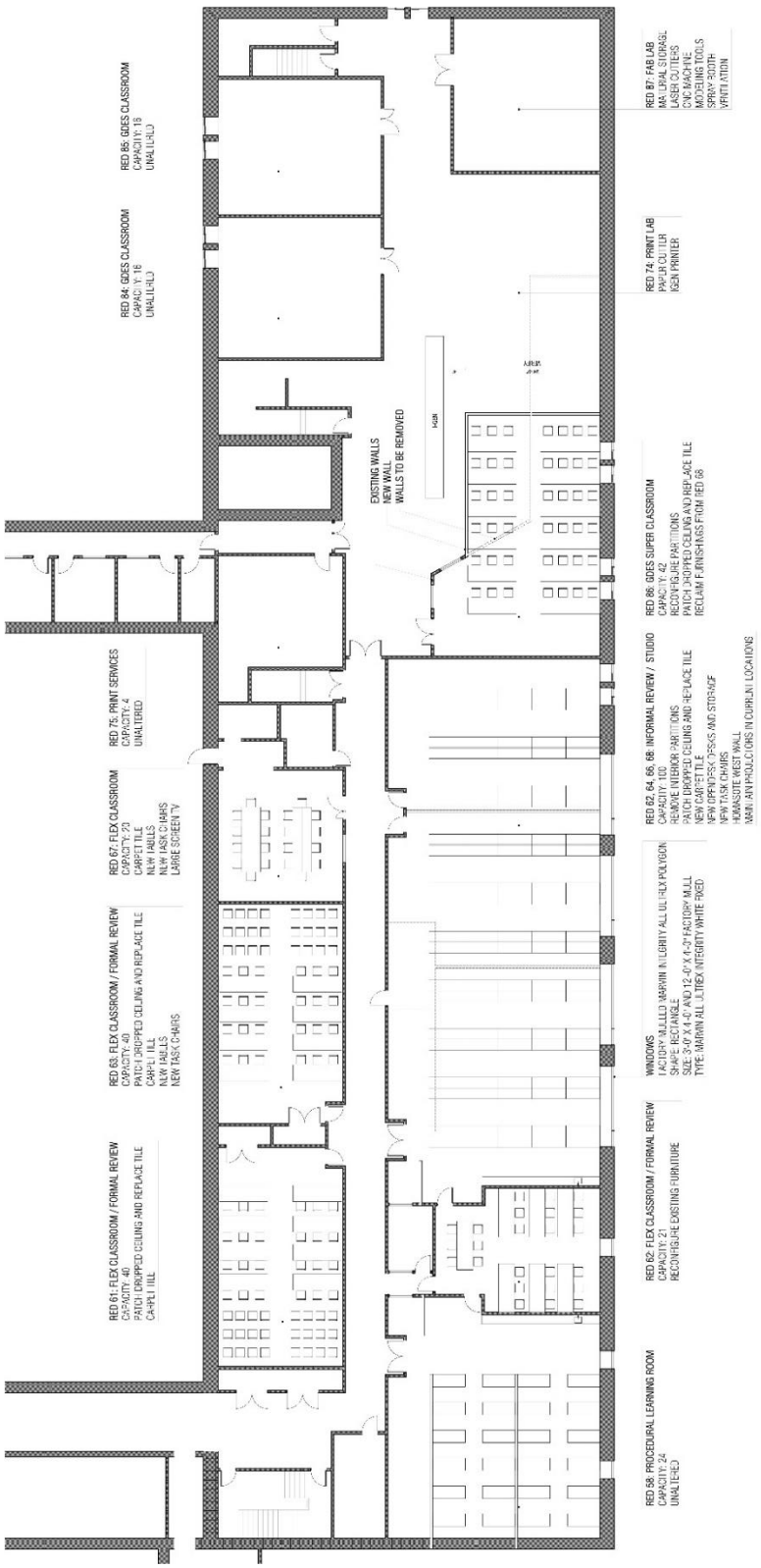
RED 56 – STUDENT ADVISING OFFICE: 150 sf
1. 2 Workstations
2. Common Work Table
3. Resource Storage: reference books, documents storage
4. Teleconference equipment

GALLERY HALL: 1210 sf

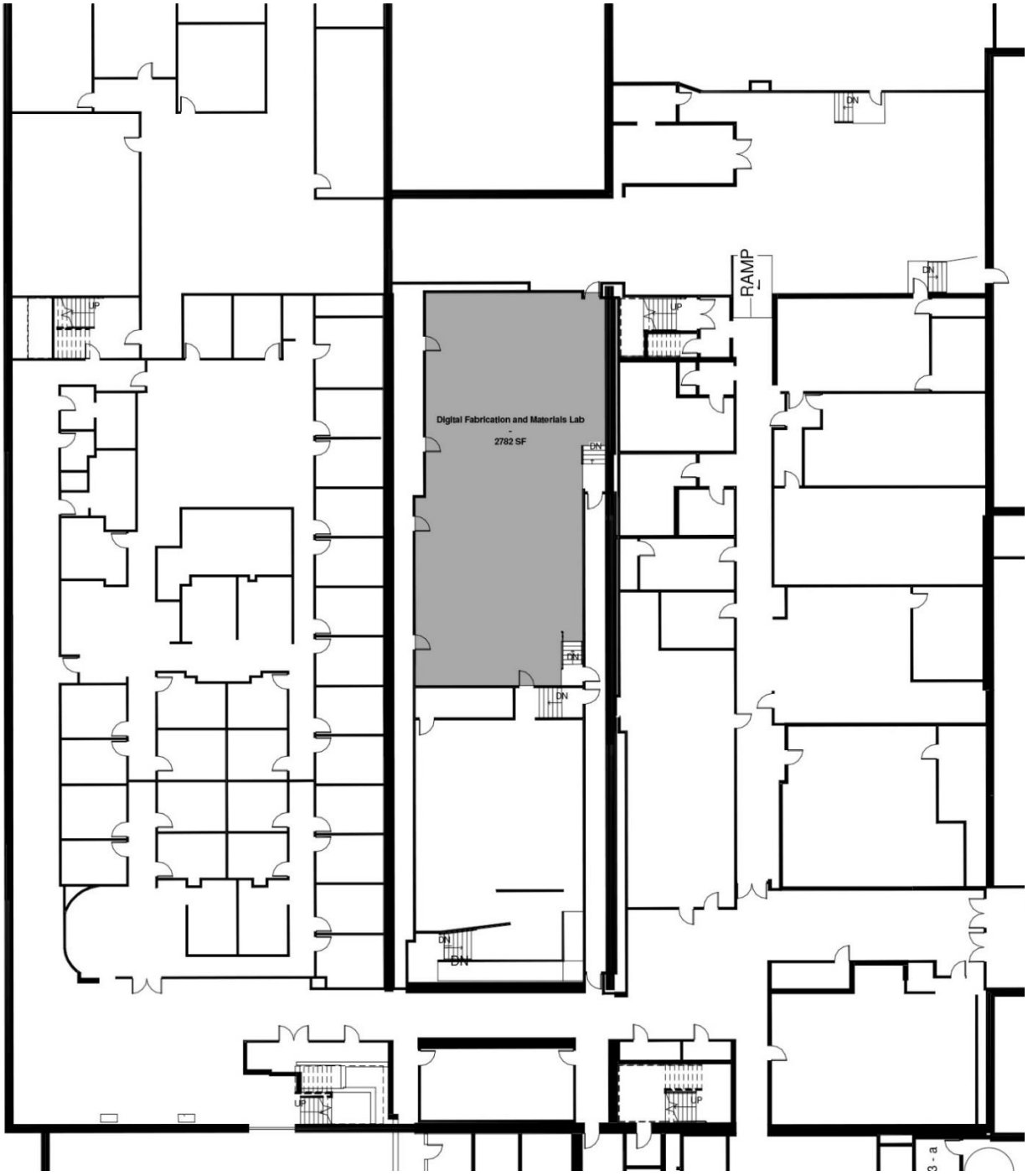
BLUE 40 – CSBT LIBRARY: 2,500 sf
1. Materials Collections
2. Technical Data and Reference Books
3. Materials and Product Binders
4. Librarian's Office with Reserve Materials
5. Materials Presentation / Exhibit Space

BROWN 87-89: FACULTY OFFICES: 620 sf
1. 9 Full Time Faculty workstations
2. Common Adjunct Faculty Meeting and Working Table
3. Conference Room
4. PHAROS system 8.5x11 and 11x17 color printer
5. Large Format LED Monitor
6. 3D Student Work Storage
7. Pinup Space
8. Individual Faculty Storage
9. Secure Documents Storage

2020 PLAN – MAIN BUILDING – RED LEVEL - NTS



2020 PLAN – MAIN BUILDING – GREEN LEVEL - NTS



2023

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

THE STUDIO: 12,000 sf, Containing:

1. 300 workstations w/ Task Chairs, 80" work surface, and individual secure storage
2. 26 Mobile Room Dividers
3. Student Process Pinup Space
4. Juried Review Pinup Space
5. Public Gallery
6. 3 Digital Projectors
7. 8 60" LED Monitors
8. 2 Making Stations – mini-laser cutter, 3D printer, model making supplies and workspace
9. 1 Kitchenette
10. Resource Storage: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
11. Pinup Space for Informal Review
12. Individual Student Storage
13. Overflow Supplies Storage
14. Pharos Color 11x17 Printer

RED 42, 44, 48, 52, 61, 63, 67, 84, 88 - CLASSROOMS: 9 @ 900-1,100 sf, Each Containing:

1. 24-60 workstations + Task Chairs
2. 1 Instructor Desk
3. Digital Projector
4. Resource Room: reference books, drafting, modeling, and computer supplies, velum, trace paper, mounting boards
5. Overflow Supplies Storage

GREEN 58 - DIGITAL FABRICATION LAB: 1,500 sf

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

GREEN 60 - MATERIALS LAB: 2,000 sf

RED 56 – STUDENT ADVISING OFFICE: 150 sf

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

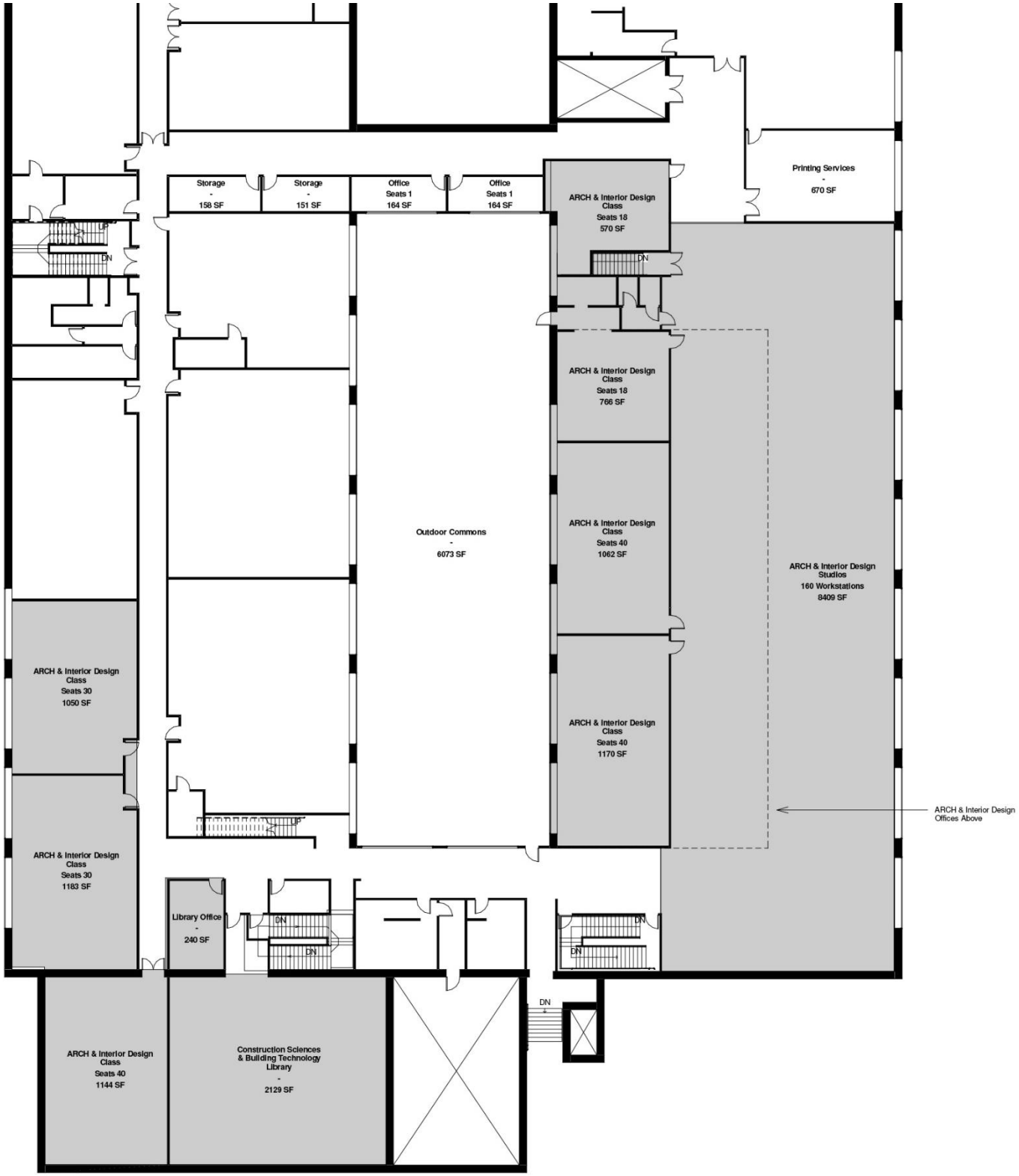
BLUE 40 – MATERIALS LIBRARY: 2,500 sf

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

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

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

2023 PLAN – MAIN BUILDING - RED LEVEL



CURRICULUM DEVELOPMENT

2019

Assessment: Review curriculum advisory committee procedures and members. Review and evaluate data based on established rubrics and student achievement. Review program outcomes with Program Advisory Committee. Assess the feasibility and implementation of summer seminars and evening programs.

Development: Develop Studio Participation Rubric. Develop Studio Project Selection Criteria. Continue developing history, theory, building technology, portfolio, design thinking, and select studio curricula for collaborative opportunities with Interior Design, Graphic Design, Engineering Drafting and Design, and Construction Management. Develop new membership for curriculum advisory committee. Develop summer seminars.

Input: Submit documentation internally to the Academic Quality Index and Curriculum Quality Council including Program Health and Curriculum Health. Submit curriculum development items to Program Advisory Committee for feedback.

2020

Assessment: Bi-annual full evaluation of pedagogy and curriculum with all full time faculty, assessment and curriculum health support staff, and curriculum advisory committee. Measurement for the bi-annual review will be based on the original intent of the program versus actual formation. This internal review will be further informed by the NAAB visit for Initial Accreditation and the corresponding Visiting Team Report. Review curriculum advisory committee procedures and members. The full review will consider changes to the curriculum at all scales and/or changes to the curriculum review processes.

Review and evaluate data based on established rubrics and student achievement. Review program outcomes with Program Advisory Committee. Review integration of year 1 curriculum with interior architecture. Assess student performance of collaborative curricula with related degrees.

Development: Develop Studio Participation Rubric. Develop Studio Project Selection Criteria. Develop year one curriculum for integration with Interior Architecture. Develop new membership for curriculum advisory committee. Develop changes to academic plans based on previous year input and assessment. Develop summer seminars and evening programs.

Input: Submit full evaluation of pedagogy and curriculum internally with faculty, leadership and assessment support staff. Submit executive summary of full evaluation of pedagogy and curriculum with the Program Advisory Committee and Curriculum Advisory Committee. Submit documentation internally to the Academic Quality Index and Curriculum Quality Council including Program Health and Curriculum Health. Submit curriculum development items to Program Advisory Committee for feedback.

2023

Assessment: Review and evaluate data based on established rubrics and student achievement. Review program outcomes with Program Advisory Committee. Review integration of year 1 curriculum with interior architecture. Assess student performance of collaborative curricula with related degrees. Assess evening programs with comparative data to day programs on established rubrics and student achievement.

Development: Develop Studio Participation Rubric. Develop Studio Project Selection Criteria. Develop changes to academic plans based on previous year assessment and input. Develop evening programs.

Input: Submit documentation internally to the Academic Quality Index and Curriculum Quality Council including Program Health and Curriculum Health. Submit curriculum development items to Program Advisory Committee for feedback.

RECRUITING AND RETENTION

2019

Recruit new students in collaboration with College Admissions through the following initiatives:

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

Retain current students in collaboration with the office of the Dean of Students, the Registrar, and Admissions through the following initiatives:

1. Academic Advising Calendar Events
    a. FAFSA Week – Participation with college wide event.
    b. Registration Week – Individual student meetings within the established Academic Advising Office
    c. BArch Application Day – In studio application assistance and waiver of application fee
2. Week One Events
    a. Day One Event: Announcement of Program Specific Scholarship Awards. Introduction of Faculty, Studios and Professional Opportunities.
    b. AIAS Event: Blitz Build Introductory Exercise

2020

Establish external recruiting processes.

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

2023

Evaluate and expand external recruiting processes.

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

INTERNAL AND EXTERNAL COLLABORATIONS

2019

1. Maintain ACSA Membership as a Candidate School.
2. Join cCCAP executive board.
3. Expand the Program Advisory Committee.
4. Restructure the Curriculum Advisory Committee to include external collaborators at related institutions and within the profession.
5. Expand presence at AIAS national events, particularly exhibition and presentation at Forum and Grassroots.

2020

1. Establish study abroad collaborative program in Mexico City. Maintain Barcelona program.
2. Join ACSA as an accredited degree program.
3. Continue leadership positions within cCCAP.
4. Establish Professional Cooperative Network
5. Expand service learning opportunities through additional memoranda of understanding with strategic community partners locally, nationally and internationally.
6. Establish design/build programs with local non-profit developers, community organizations, and other institutions.
7. Expand external recruiting through events with high schools including the Architecture in Schools program through AIA Minnesota
8. Restructure the Dunwoody Summer Design Camp focusing on collaborative procedures with area high schools.
9. Expand external recruiting nationally within associate degree programs in architectural technologies.
10. Formalize the Dunwoody Architecture Mentorship Program.
11. Establish service learning projects in Costa Rica and Belize.
12. Establish a joint lecture series and joint studio with the University Of Minnesota Department Of Architecture.
13. Participate, present and exhibit work at AIA National, ACSA Annual Meetings, and AIA Minnesota Conventions.
14. Submit to ACSA awards program.

2023

1. Continue leadership positions within cCCAP.
2. Formalize and expand service learning opportunities through additional memoranda of understanding with strategic community partners locally, nationally and internationally.
3. Maintain joint lecture series and joint studio with the University Of Minnesota Department Of Architecture.
4. Participate, present and exhibit work at AIA National, ACSA Annual Meetings, and AIA Minnesota Conventions.
5. Submit to ACSA awards program.
6. Formalize collaborations with neighboring institutions for travel study opportunities
7. Formalize collaborations with associative institutions including the Walker Art Center, the Minneapolis Institute of Art, Minneapolis College of Art and Design, and the University of Minnesota.

INFORMATION SOURCES USED TO INFORM THE DEVELOPMENT OF OBJECTIVES

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

PROGRAM ADVISORY COMMITTEE

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

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

MEMBER ORGANIZATIONS

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

ADJUNCT FACULTY

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

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

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

1. 2012-2014: Surviving (Concluded): The College has emerged from a phase of negative growth and survived through careful financial oversight and planning. The 2013-2014 fiscal year was the College's best year in over two decades, marking a shift in focus toward the next phase.
2. 2014-2018: Investing and Growing (In-Process): In June of 2014, the College initiated a strategic planning process with the consulting company Credo. In October of 2014, the College has initiated a $50 Million capital campaign to address the most pressing issues that emerge from the strategic planning process. Physical and information resources relative to the Architecture Program have been identified as high priority items within the capital campaign.
3. 2019-2023: Emerging as a Comprehensive Learning Institution: By nature of its degree and its focus on applied research, the Architecture Program is a critical component of the College's vision to emerge as a comprehensive learning institution. This is the central goal of Destination 2020.

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

I.1.6A PROGRAM SELF ASSESSMENT

MISSION, LONG RANGE PLAN, AND THE FIVE PERSPECTIVES

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

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

In the Summer of 2014, 16 new members and 14 existing members combined to reformulate the committee and define its objectives and tasks. The first order of business was the nomination of Dale Mulfinger, FAIA as chair of the committee, followed by an ongoing development of committee members. In the Summer of 2018, Stephen Knowles transitioned from faculty to leadership at AECOM and was elected as the new Program Advisory Committee Chair. Currently, the committee is comprised of the following 29 practitioners and academics.

1. Stephen Knowles, AECOM, Committee Chair
2. Dale Mulfinger, FAIA, SALA Architects
3. John Dwyer, Architect, Acting Program Manager
4. Eric West, Project Architect, BWBR
5. Molly Reichert, Owner, Futures North
6. Malini Srivstava - University of Minnesota – Architecture
7. Tom Hysell, Principal, Alliiance Architects
8. Mary Margaret Zindren, Executive Director, AIA Minnesota
9. Bridget Reynolds, Dean, Construction Sciences
10. Jon Papke, Architect, Target Corporation
11. Matt Tierney, Partner, Snow Kreilich Architects
12. Mike Rodriguez, Director of Architecture, Ryan Companies
13. Wale Falade, Architect, New Studio
14. William Dean, Professor, Alfred State University
15. Patricia Seitz, Professor, Massachusetts College of Art and Design
16. Paul Strother, Architect, Faculty Representative
17. Andra Adolfson – Adolfson & Peterson
18. Bill Baxley – Gensler
19. Jessica Ainsworth-Truong – Faculty
20. Jay Boyle – Anoka Technical College
21. Tracy Boyle – Minneapolis Community and Technical College
22. Ryan Langemeyer – South Central College
23. TJ Murphy – Murphy & Co
24. Ed Wilms – DLR Group
25. David Eijadi – Minnesota Architecture Foundation
26. Anne Painter – Dakota County Technical College
27. Devyn Smoter – AIAS President
28. Andrew Blaisdell – Faculty
29. Amy Williams - HDR

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

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

PLAN FOR DEVELOPING AND ASSESSING FACULTY, STUDENT AND STAFF DIVERSITY

The program maintains a close relationship with the office of the registrar to acquire and analyze diversity of enrollment. The Program Advisory Committee assists in identifying faculty diverse in background and in cultural experience.

FACULTY ASSESSMENT PROCEDURES

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

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

STUDENT ASSESSMENT TOOLS

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

ASSESSMENT DATA SHARING WITH THE COLLEGE

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

I.1.6B CURRICULAR ASSESSMENT AND DEVELOPMENT

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

Professionalism: to forward the profession of architecture by generation of architects ideally poised to succeed as leaders in the practice of architecture.
Service: to forward the discipline of architecture toward civic engagement, community service, sustainability, and global citizenry.
Technology: to approach the advancement of design and building technologies with agility and harness their capacity for architectural inquiry.
Communication: to collaboratively and critically represent, document, publish and present architectural thought.

Program Outcomes	Sample Courses	Assessments and Timeline	Benchmarks	Responsibilities
Communication: to collaboratively and critically represent, document, publish and present architectural thought. *Realms A + C*	ARCH XXX2 (all) ARCH 2201	Annual Portfolio Reviews	>90% competency in 75% of rubrics	Faculty
		Per Studio: Juried Reviews	>80% competency in 75% of rubrics	Faculty, Professional Jury
		Final Semester : Comprehensive Review	>90% Pass Rate	Review committee, faculty, and professional jury
Technology: to approach the advancement of design and building technologies with agility and harness their capacity for architectural inquiry. *Realm B*	ARCH XXX3 (all) ARCH XXX4 (all)	Per Course: Mid-term and Final Exams	>90% pass rate	Faculty
		Per Course: Written Reports	>75% competency in 75% of rubrics	Faculty
		Per Course: Experiment Outcome Reports	>75% competency in 75% of rubrics	Faculty
		Post Graduate: ARE Exams	>75% pass rate in BD/CS, SS, BS Divisions	Program Manager, Dean
Professionalism: to forward the profession of architecture by generation of architects ideally poised to succeed as leaders in the practice of architecture. *Realm D*	ARCH 1101 ARCH 2103 ARCH 2105 ARCH 5101 ARCH 5103	Per Course: Business and Professional Reports	>90% competency in 90% of rubrics	Faculty
		Per Course: Written Reports	>90% competency in 90% of rubrics	Faculty
		Year 1 Post Graduate: professional status	>80% Employed >65% ARE Pass Rate	Program Manager
		Year 4 Post Graduate: professional status	>30% Employed in leadership roles >60% licensed	Program Manager, Program Advisory Committee
Service: to forward the discipline of architecture toward civic engagement, community service, sustainability, and global citizenry. *Realm A + C*	ARCH 1201 ARCH 2101 ARCH 2201 ARCH 3101 ARCH 4203 ARCH XXX2 (all) ARCH 5104	Bi-annual Portfolio Reviews	>80% competency in 90% of topic areas	Faculty
		Per Course: Graphic and Oral Presentations	>75% competency in 75% of rubrics	Faculty
		Per Course: Juried Reviews	>80% competency in 75% of rubrics	Faculty, Professional Jury, Review Committee

CURRICULUM ADVISORY COMMITTEE

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

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

CURRICULUM QUALITY COUNCIL

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

INSTITUTIONAL REQUIREMENTS FOR SELF ASSESSMENT

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

SECTION 2 – PROGRESS SINCE THE PREVIOUS VISIT

Since the previous visit in September 2017, the Program has made the following progress relative to Long Range Planning, new initiatives, and the previous Visiting Team Report.

II.1 LONG RANGE PLANNING

HUMAN RESOURCES
The Program transitioned Jessica Ainsworth-Truong from adjunct to full time faculty, shared with the Interior Design Program. She further transitioned into the role of academic advising for Architecture and Interior Design, leading all advising procedural development and review, as well as training faculty on student advising. Three additional adjunct faculty members were added in the areas studio, professional practice, and public interest design. Three additional adjunct faculty are currently being sought for Fall of 2019 to fulfill added sections of all studios. As the program continues to value maintaining 1 instructor for every 10 students at a minimum, these additions are proportionate to projected increases in enrollment.

Administratively, no staff have been added to the program specifically, but teaching loads have been modified to accommodate increased administrative roles, particularly in the realm of academic advising and service learning.

INFORMATION RESOURCES
The College enhanced and relocated the Materials Library adjacent to the college's new central library on the Blue Level. The library expanded its services to include physical learning facilities, private meeting spaces, and additional collections in periodicals. 2,500 volumes were added to the architecture collection through donations from professionals and neighboring institutions, most notably the Art Institute International of Minnesota.

PHYSICAL RESOURCES
The program expanded into two additional classrooms on the Red Level in coordination with the Interior Design, Graphic Design, and Construction Management programs. Red 44 and Red 82 are both shared lecture and seminar spaces.

The Digital Fabrication Lab, has expanded its procedures as well as its tool set to include a mid-size laser cutter, additional wire cutters and model making tools, and additional CNC bits and adapters. Upgrades were also made to ventilation, material storage and dust control. Lastly, consumable materials were fabricated and stored for student use in the categories of wood, foam and plastics.

FINANCIAL RESOURCES
Since the last visit, the program has increased its revenue and expanded its donor base. In particularly, funding for project specific work in Puerto Rico, Jamaica, Cameroon, and Lebanon were secured through private and corporate giving. Additionally, Gensler has committed funding to sponsor the final studio of the fifth year. Funds will support travel expenses for outside jurors as well as a Year 5 Gensler Prize to be awarded at the conclusion of the final reviews.

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

II.2 NEW INITIATIVES

1. Launch of the updated College website: www.dunwoody.edu/architecture
2. Renewal of articulation agreements with four MNSCU schools.
3. Co-sponsorship of guest lecture series with AIA Minnesota at the 2018 Conference on Architecture.
4. Memoranda of Understanding with the Will Steger Foundation, MSAADA, Ponce NHS, Friends of Loring Park, and the Organization for Strategic Development in Jamaica
5. Formation of the Freedom By Design by the Dunwoody Chapter of the American Institute of Architects
6. Representation on the AIA Minnesota Board of Directors
7. Continued participation in the AIA Minnesota Comprehensive Task Force.
8. Establishment of the Barcelona Study Abroad Program with CIEE
9. Establishment of the Travel Service Learning Program with Ponce NHS.
10. Completion of the 2018 Barcelona Study Abroad Program.
11. Participation on Skills USA drafting competition.

12. Establishment and participation in the CSBT Career Fair and Lecture Series.
13. Establishment of the Gensler Studio 5 Prize and Jury
14. Establishment of the Service Learning Fund with Institutional Advancements
15. Engagement in the Open Desk Collaborative and WikiHouse community.

II.3 RESPONSE TO PREVIOUS VISITING TEAM REPORT

CONDITIONS NOT MET – NONE

CAUSES OF CONCERN – TRANSITION BETWEEN AAS AND B.ARCH PROGRAMS

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

Since the last visit, the Program has developed new faculty and curriculum for the fourth semester with a focus on preparing students for the third year. Of significance to this development is the maintenance of the program's transferability from students of other technical and community colleges. This process was initiated as a curricular dialog between faculty teaching in the third year and the second year. Admissions was also engaged to clarify and edit admissions criteria to better prepare transfer students' expectations.

In the fourth semester of the second year, the curriculum shifted its focus from technical documentation as student work was exhibiting proficiency in technical documentation after the third semester. The studio changed its title from "Ecology" to "Assemblies". In addition, the curricular focus shifted from technical documentation to fundamentals of design, technological agility, and an introduction to integrative thinking. Sustainability was redefined for this studio as well, shifting from building science to social sustainability and sustainable design. This has allowed the studio to introduce fundamentals of a complete design process, better preparing them for the third year curriculum.

In the first semester of the third year, workload and content was evaluated and modified. Aspects of design thinking were transferred from the seminar to the studio. The studio itself shed extraneous outcomes and focused on design thinking, architectural design, and an introduction to the design process which aligned with the 4th semester of the second year. All was modified to better focus on site design, the principle intent of the studio.

Lastly, working with admissions and articulating institutions, we evaluated the curricula of several associated degree programs with high likelihood of transferability into the Dunwoody Bachelor completion program. The result was a metric for assessing the viability of articulation with particular technical and community colleges. An emphasis on technological agility, with access to a broad spectrum of design and building technologies through the curriculum, as well as the introduction of the complete architectural design process both have emerged as standards for articulating programs. In addition, current articulation agreements were updated to clarify specific SPCs that aligned between programs to ensure compliance of current transfer opportunities.

CAUSES OF CONCERN – ADVISING AT THE PROGRAM LEVEL

At the time of the team visit, the program has reached initiation of its fifth cohort of students, and the first cohort is due for graduation in spring 2018. The size of each cohort has increased. The teaching of courses is based on the 2+3 program's curricular structure, which has a strong focus on of technical knowledge and what the school calls an agility within the four areas of knowledge and skills in professional practice, design technology, building technology, and communication. The first two cohorts have now fulfilled their AAS degree program and are moving forward in the 3-year component of the Bachelor of Architecture degree requirements. They are more involved in conceptualization, abstraction, and implementation of comparison; critical thinking and reflection; and analysis of solutions in architecture design projects. The team was not provided with sufficient materials to review the evidence of students' projects demonstrating their ability to synthesize a wide range of variables into integrated architectural design solutions. However, the team was able to detect the attempts being made in restructuring the curriculum to overcome deficiencies.

Since the last visit, the Program made two significant changes to establish clear student advising at the program level. First, Jessica Ainsworth-Truong was promoted to full time faculty and given leadership over advising procedures program wide. She currently serves as the student advisor for all students in the program and will continue to do so until enrollment increases beyond her capacity. At that time, procedures she has established will serve to expand advising duties. Through that transition, the Program has committed to maintaining continuity of advising for each student throughout the program. The academic advisor assigned to a student at the program level will remain their advisor throughout their academic career as much as reasonably possible.

Second, office space for faculty was restructured to free up Red 56 as a dedicated student advising space. This is a shared space for all faculty in Architecture and Interior Design to be used exclusively for student advising. Jessica Ainsworth-Truong maintains the space, its use, as well as regular student advising hours which are typically Monday and Wednesday during common studio meeting times.

CONDITIONS NOT YET MET

A.8 Cultural Diversity and Social Equity
B.10 Financial Considerations
C.1 Research
C.2 Integrated Evaluation & Decision-Making
C.3 Integrated Design
D.3 Business Practices
D.4 Legal Responsibilities
D.5 Professional Conduct

The conditions not yet met, as indicated in the Visiting Team Report, reflect Student Performance Criteria that were associated with coursework that had not yet been offered. As the Program has offered additional coursework over the past two years, it is assumed that fewer criteria are Not Yet Met.

SECTION 3 – COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

FACULTY-COURSE MATRIX – PREVIOUS TWO ACADEMIC YEARS

Instructor	Credentials	Academic Year	Courses
John Dwyer Program Manger AIAS Faculty Advisor Architectural Licensing Advisor Year 3 Curriculum Coordinator	Licensed Architect – Minnesota Master of Architecture – University of Minnesota Member: AIA, ACSA Owner: D/O Architects Select Awards: 2018 Louis Lundgren Service Award, 2015 AIA Minnesota Honor Award, 2013 AIA National Young Architect Award Recipient, 2011-2013 AIA Minnesota Home of the Month Awards, 2010 AIAS Emerging Practice Award Select Citations: The New York Times, EcoStructures, Residential Architect, Architect, ArchDaily	2017-2018	ARCH5102 ARCH1102 ARCH3203 ARCH2101
		2018-2019	ARCH4103 ARCH5102 ARCH2203 ARCH4204
Jessica Ainsworth-Truong Senior Instructor Academic Advising Coordinator	Master of Architecture – University of Minnesota	2017-2018	ARCH3203 ARCH4104 ARCH2204
		2018-2019	ARCH3203 ARCH4104
Paul Strother Assistant Professor CSI Student Chapter Faculty Advisor Year 2 Curriculum Coordinator	Licensed Architect – Minnesota Bachelor of Architecture – University of Minnesota Member: CSI Owner: Paul Strother Architect	2017-2018	ARCH2102 ARCH2103 ARCH2105 ARCH1201 ARCH2202 ARCH2205
		2018-2019	ARCH2102 ARCH2103 ARCH2105 ARCH1201 ARCH2202 ARCH2205
Molly Reichert Assistant Professor Study Abroad Coordinator Fab Lab Coordinator Year 4 Curriculum Coordinator	Master of Architecture – University of California Berkeley Associate Member: Assoc. AIA Partner: Futures North, Reichert, LLC Select Citations: 3M Art and Technology Award at Minneapolis Institute of Art, AIA Home of the Month Award	2017-2018	ARCH3101 ARCH3102 ARCH2201 ARCH3201 ARCH3202 ARCH5101
		2018-2019	ARCH3101 ARCH3102 ARCH4203 ARCH3201 ARCH3202 ARCH5201

Pablo Villamil Senior Instructor Year 1 Curriculum Coordinator	Licensed Architect – Minnesota Master of Architecture – University of Minnesota Member: AIA, CSI Project Architect: Self Employed	2017-2018	ARCH1102 ARCH1104 ARCH2104 ARCH1202 ARCH2203 ARCH1204
		2018-2019	ARCH1102 ARCH1104 ARCH2104 ARCH1202 ARCH2203 ARCH1204
Laura Cayere King Adjunct Instructor	Licensed Architect – Minnesota Master of Architecture – University of Minnesota Member: Associate AIA Designer: PeTerssen Keller Architects	2017-2018	ARCH4202
		2018-2019	ARCH4202
Wale Falade Adjunct Instructor	Licensed Architect – Minnesota Master of Architecture – University of Minnesota Member: AIA Project Architect: New Studio	2017-2018	ARCH2104 ARCH2204
		2018-2019	ARCH2104 ARCH2204
Catherine Britt Adjunct Instructor	Licensed Architect – Minnesota Master of Architecture – Arizona State Member: AIA Project Architect: Cuningham Group	2017-2018	ARCH3103
		2018-2019	ARCH3103
Bruce Wright Senior Instructor	Licensed Architect – Minnesota Bachelor of Architecture – University of Minnesota Member: AIA, AIGA Project Architect: Just Wright Communications	2017-2018	ARCH1204 ARCH1203
		2018-2019	ARCH1203 ARCH1204
Andrew Blaisdell Senior Instructor Year 5 Curriculum Coordinator	Licensed Architect – Minnesota Master of Architecture – University of Minnesota Member: AIA Owner: Studio Andhow	2017-2018	ARCH5102 ARCH5202 ARCH5201
		2018-2019	ARCH5102 ARCH5202 ARCH5201 ARCH4205
Karie Johnson Senior Instructor	Licensed Architect – Minnesota Master of Architecture – Unviersity of Minnesota Member: AIA	2017-2018	CSBT1000
		2018-2019	CSBT1000
James Wheeler Adjunct Instructor	Licensed Architect – Minnesota Master of Architecture – University of Minnesota Director: Public Design Exchange	2017-2018	
		2018-2019	ARCH4102 ARCH4203

Choy Leow Adjunct Instructor	Licensed Architect – Minnesota Member: AIA, MBE Consulting Architect: R3C Consulting, Sperides Reiners Architects	2017-2018	ARCH2201
		2018-2019	ARCH2201
Paul Bierman-Lytle Adjunct Instructor	Licensed Architect – California, Connecticut, Michigan Master of Architecture – Yale University Member, AIA; NCARB President: SEAS Corp and PANGAEON Select Awards: Rhodes Scholarship Finalist Coach, ARE5 Exam Writer, Black Spectacles, Select Publications:	2017-2018	
		2018-2019	ARCH3102 ARCH2202
Kerrik Wessel Adjunct Instructor	Bachelor of Architecture – University of Minnesota Owner: Wessel Design Select Awards: 2008 AIA Minnesota Honor Award, 2008 AIA Minnesota Home of the Month Select Publications:	2017-2018	ARCH2202
		2018-2019	ARCH2202 ARCH3202

FACULTY RESUMES
See Section 4.2

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

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

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

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

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

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

FACULTY PROMOTION

Faculty are promoted based on the system outlined in the Dunwoody College Faculty Handbook. https://catalog.dunwoody.edu/faculty-handbook/faculty-resources/faculty-promotional-levels/

FACULTY DEVELOPMENT
Dunwoody College of Technology offers faculty a number of resources to aid in their development both as instructors and as technicians. Faculty Instructional Development is coordinated and provided by the Faculty Development Program; technical development is coordinated and provided by Human Resources and/or in collaboration with the department manager.

FACULTY INSTRUCTIONAL DEVELOPMENT
Faculty instructional development at Dunwoody consists of a variety of activities focused on a number of high-interest, relevant topics provided through face-to-face workshops, online modules, and small group settings for the purpose of improving instruction.
The Faculty Development Program advances Dunwoody's dedication to preparing high-quality graduates to engage in "the better performance of life's duties" by providing all faculty members with a framework that fosters a culture of innovation, supports continuous improvement, and affords opportunities for reflection. As a result, instructors will be able to:

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

STRUCTURE
As part of setting yearly expectations, instructors develop a plan in collaboration with their managers. This decision is informed by end of course survey results, personal reflections, observation results or other instructional goals. Throughout the year, the program provides opportunities to introduce, apply, and reflect on these new and/or reinforced skills. Managers also check in during regular 1:1 sessions to discuss progressand/or to make modifications to that plan. At the end of the year, instructors and managers document the impact on instruction.

ACTIVITIES AND TOPICS
The activities offered by the Faculty Development Program contribute to a yearlong, continuous effort toward improving instruction. These include:

1. New Faculty Orientation
2. Career and Technical Education Courses: Full-time faculty members at Dunwoody are required to take a Teacher Educational series of courses unless they have a degree in education.
3. Faculty In-Service
4. Regular Small-Group Workshops: Throughout the year, the program holds workshops to explore and practice new instructional techniques, discuss current events in higher education, and/or reflect on topics of concern on campus. Instructors meet as a small group to network, collaborate, and share their experiences on a more personal level.
5. Learning Communities: To promote innovative instruction and collaboration between instructors, the program supports and facilitates learning communities. Learning communities are small groups of instructors, initiated and led by faculty, who meet regularly over the course of a semester or year to engage in shared learning about a teaching-related topic.
6. Topics covered in these activities are related to current issues and interest, as informed by several stakeholders and measures. Topics and activities relevant to the general population and to more specific audiences of faculty are available throughout the year.

Notice of activities and topics are be given in the *Dunwoody Observer* e-mail newsletter.

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

STRUCTURE
Faculty set a technical development plan in addition to an instructional development plan as part of yearly expectations. With their managers, instructors determine appropriate professional development activities that serve the instructor's goal(s) for the upcoming year. Managers can then work with individual instructors to coordinate resources and support for such activities to be fulfilled.

RESOURCES
A variety of print resources are available in the Butler Learning Resource Center to inform and update instructors and their practice. Electronic resources, such as academic journals and an e-book collection, are available through the EBSCO Host database, accessed through the Butler Learning Resource Center. Instructors are encouraged to work with their managers to request resources of more specific nature.
Activities

THE CROSBY FELLOWSHIP

The Crosby Fellowship for Learning Excellence and Innovation is awarded annually to one or a team of up to four full time faculty whose application meets the fellowship criteria. The total sum of the fellowship is up to $25,000 which includes a stipend awarded to the selected faculty member(s) upon the successful completion or notable progress and presentation of the project to all faculty. The stipend is based on the amount and complexity of the project and is divided equally for proposals submitted by multiple faculty.

1. Goal: To support the college's Strategic Plan by "Developing the Dunwoody Student" through "Quality Academic Experiences"
2. Criteria: The project should significantly increase the quality of instruction and learning in way of pedagogy or curriculum development and implementation or can be entrepreneurial in nature, or an academic paradigm that can be implemented school wide on a long term and sustainable basis. If a project does not receive funding, it may be resubmitted the following year(s) as long as the project remains relevant.

EXTERNAL FACULTY DEVELOPMENT

The program focuses faculty development on involvement in external member organizations. As a program with a focus on the profession, we balance professional and academic representation. The program covers all expenses for faculty who choose or are selected to attend.

1. AIA: Faculty maintain an active presence in the American Institute of Architects at city, state and regional levels. The program provides financial resources to faculty who choose to attend and/or participate in local and national AIA conventions. Recent activities have included representation on AIAMN convention, design, housing advocacy, and architecture in the schools committee, as well as panel moderation at the AIA Minnesota convention and attendance of sessions by all faculty.
2. ACSA: Participation is also maintained in ACSA. One member of the faculty represents the program at each Annual Meeting and Administrators Conference. It is the intent of the program and its faculty to begin submitting papers and projects for consideration beginning in the Fall of 2017.
3. ACADIA: The program maintains membership in ACADIA and one faculty member represents the program at each annual conference. Recent activities include presentation of professional works by a faculty member in the area of digital fabrication and data driven design.
4. Monthly All Faculty Meetings – Findings from faculty in attendance at external development opportunities are shared with other faculty at monthly all faculty meetings which include both full time and adjunct faculty.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

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

FACULTY COURSE AND ADMINISTRATIVE LOAD BALANCE

The Program maintains Faculty Instructional Responsibilities in keeping with the College Faculty Handbook. Full time faculty maintain an average course load of 9 semester credits per semester, or 18 semester credits per academic year. Course loads vary by administrative workload. Balance is assessed annually with the Dean and Program Manager through Annual Performance Review and Annual Performance Expectations. A full breakdown of roles by title can be viewed in the Faculty Promotional Levels section of the Faculty Handbook. The following is a summary breakdown of faculty course load and administrative workload within the Architecture Program.

1. Program Manager: 6 annual semester credits, administrative head, fundraising, recruiting, retention, accreditation management, reporting, programmatic assessment, faculty hiring and development, program advisory committee management, other administrative duties as assigned by the Dean and/or Provost.
2. Associate Professor: 16-20 annual semester credits, curriculum development, academic advising, other administrative roles as assigned by the Program Manager.
3. Assistant Professor: 18-22 annual semester credits, academic advising, other administrative roles as assigned by the Program Manager.
4. Instructor: 18-26 annual semester credits, administrative roles as assigned by the Program Manager.
5. Adjunct Instructor: Semester credits as assigned.

STAFF DEVELOPMENT

The Program is currently is without dedicated staff and is assisted by administrative staff central to the College. Staff development is managed by the respective divisions of the College. The Architecture Program intends to develop dedicated administrative staff as part of its Long Range Planning. See section I.1.5

ARCHITECTURAL LICENSING ADVISOR

The Program maintains an Architectural Licensing Advisor with the following responsibilities.

1. Maintain communication with students regarding the accreditation process.
2. Assist students with career opportunities during their academic careers.
3. Advise students on maintaining work/life/school balance.
4. Assist students in initiating an NCARB record and recording AXP experience hours.
5. Provide opportunities for students to obtain AXP experience hours through volunteer, professional, or other outlets.

STUDENT EVALUATION FOR ADMISSIONS

YEAR 1 ADMISSIONS

SUBMISSION REQUIREMENTS

The Dunwoody Bachelor of Architecture Program uses the College's admission criteria and procedures outlined in the Dunwoody College Student Handbook. https://catalog.dunwoody.edu/catalog-student-handbook/ and initiated through the following application: https://my.dunwoody.edu/MY/Dunwoody/Documents/Application.pdf

ADMISSIONS CRITERIA

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

Primary Factors

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

Secondary Factors

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

Suggested Admission Standards for standard stream admission

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

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

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

YEAR 3 ADMISSIONS

SUBMISSION REQUIREMENTS

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

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

ADMISSIONS CRITERIA

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

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

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

RECRUITMENT OF UNDER-REPRESENTED STUDENTS

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

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

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

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

STUDENT SUPPORT SERVICES

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

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

STUDENT SERVICES OFFICE
A physical on campus office, and virtual office at my.dunwoody.edu, it provides each student a Student Services Advisor. The office also provides students with information and resources for childcare, safety and security, transportation, land legal help.

THE ARCHITECTURE PROGRAM
The Program provides a full time faculty member as a coordinator and academic advisor for all students within the Architecture Program. This assists students on an individual basis regarding issues of academic performance, attendance, special curricular needs, special physical or academic resource needs, and professional guidance.

OFF-CAMPUS ACTIVITIES
The Program intends to expand on the current opportunities for students to participate in field trips and other off-campus activities. In the current Architectural Drafting and Design Program, faculty are encouraged to integrate field trips into curriculum. Recent field trips have included tours of local architecture firms, new and historic cultural institutions, and significant project construction sites. In the curriculum, the Program offers numerous field trips during ARCH1102 – Studio 1. Two other courses, ARCH 2104 – Project Management and ARCH 4203 – Professional Practice, require students to engage a local project architect on all aspects of an individual case study project. In the 7th semester the option of pursuing either a semester abroad or a community design build project is offered. In addition to the Program's efforts, the College offers Industry Days, a two day long off-campus event where students are able to interact with members of the profession in their office or studio settings as well as tour recently completed projects with the professionals in charge.

PROFESSIONAL SOCIETIES
Student chapters of AIAS and CSI are currently active. Opportunities are also implemented in CSBT1000 – Freshman Seminar for students to participate in AIA Minnesota events. A full-time faculty member serves as advisor and representative for each of these student programs. The College also maintains the Phi Theta Kappa Honor Society. Currently, AIAS and CSI memberships are provided by the Program to all its students.

SCHOLARSHIPS

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

1. The Charlie Prize – This scholarships is funded by individual members of the Program Advisory Committee in honor of Charlie Radloff, a Dunwoody Principal Instructor and early advocate for the Bachelor of Architecture program who passed away in 2012. The prize is awarded to one student annually who has completed the associates program, been accepted into the bachelors completion program, and has exhibited extraordinary leadership.
2. The BWBR Prize – This cash prize is given to 1-4 students per year based on design merit. Students present final studio projects at BWBR's office in Saint Paul to a panel of BWBR leadership and other outside jurors. A top prize is always selected and, at the discretion of the jury, additional prizes may be offered. This scholarship is specific to a Year 4 studio.
3. The Moll/Betts Student Excellence Award – is an annual scholarship and award given to an individual in one of various programs at Dunwoody recognizing academic excellence.
4. The CSI Scholarship – is an annual scholarship given to a student expressing and exemplifying extraordinary commitment to the values of CSI.
5. The Minnesota Builder's Exchange - To encourage continued industry growth, the Minnesota Builders Exchange Scholarship Fund awards scholarships annually to college and technical school students in construction related fields
6. VAA Scholarship – This scholarship combines a cash prize along with a Summer internship. Emphasis of the scholarship is placed on underserved students, students of color, and women.
7. The Association of Women Contractors Scholarship - The Association of Women Contractors (AWC) is providing academic scholarships for outstanding female students.
8. The Women In Technical Careers Scholarship - Women in Technical Careers is a scholarship program designed to help female students succeed in a technical degree program at Dunwoody College of Technology and launch into a great career.
9. Gensler Prize – Funding supports the formation of a national jury for Year 5 Spring Semester final reviews along with a cash prize awarded at the conclusion of reviews.
10. Service Learning Scholarship –Funding supports scholarships for qualifying students engaging in design, research or activities in the service of underserved populations.

RESEARCH AND CREATIVE ACTIVITIES

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

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

I.2.2 PHYSICAL RESOURCES

GENERAL DESCRIPTION

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

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

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

RED 61 – LECTURE + SEMINAR: 950 sf

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

RED 67 - DIGITAL FABRICATION LAB: 1,500 sf

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

THE RED ROOM - PRIVATE MEETING: 90 sf

1. Conference Tables
2. 4 Chairs

RED 64 - PRINT ROOM: 110 sf

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

GREEN 60 - MATERIALS LAB: 2,000 sf

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

GALLERY HALL: 1210 sf

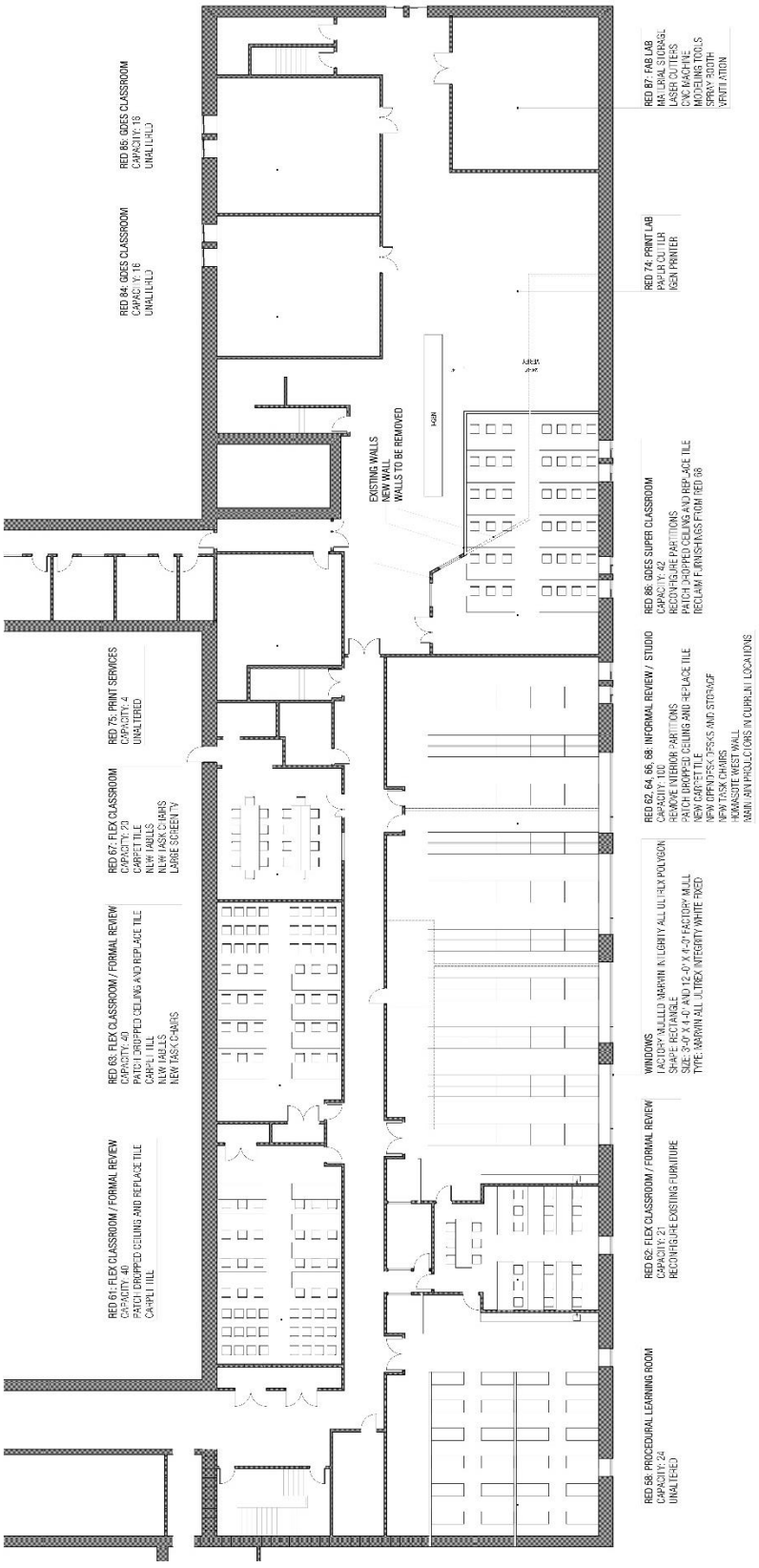
RED 46 – CSBT LIBRARY: 2,500 sf

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

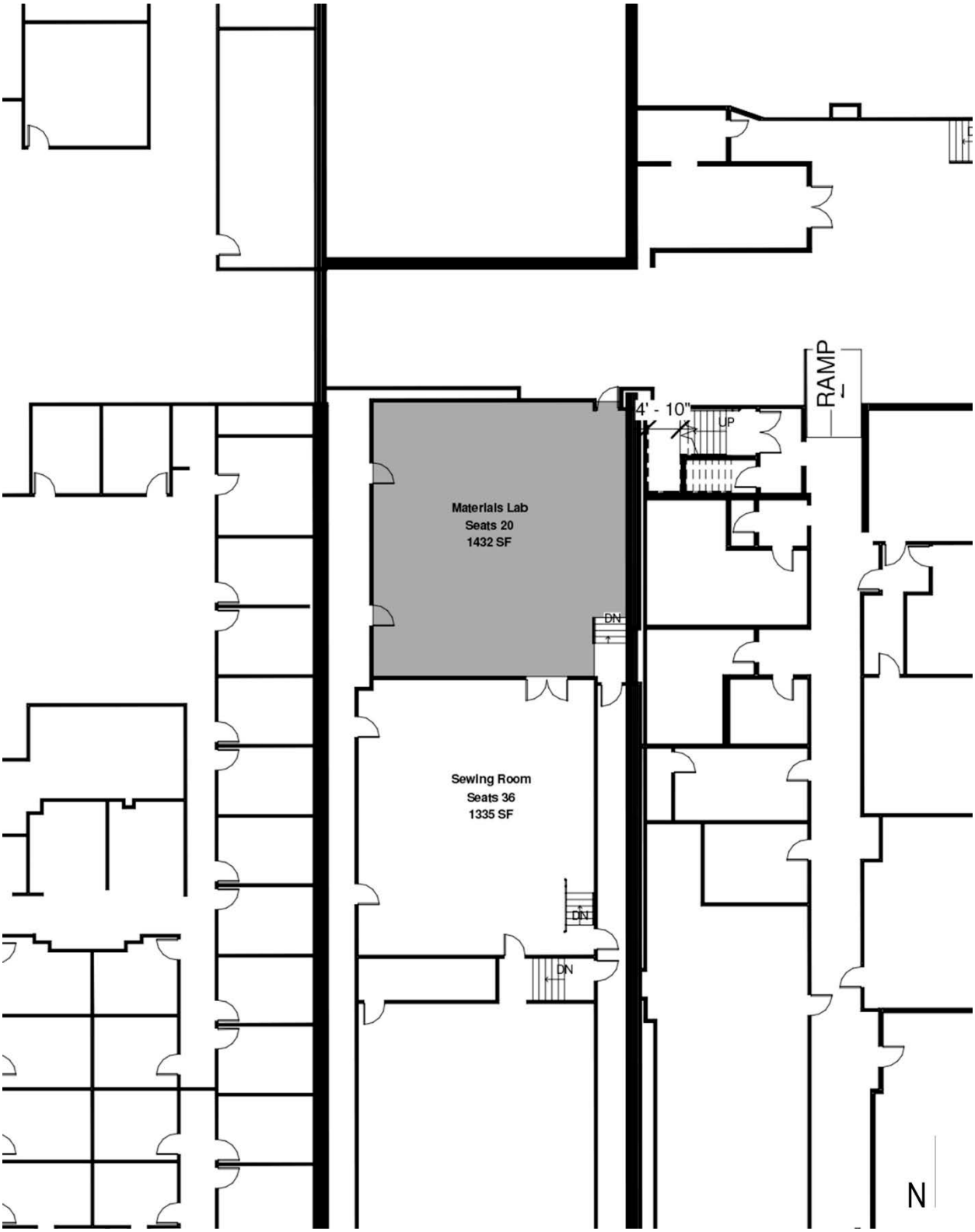
RED 82 - FACULTY OFFICES: 700 sf

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

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



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



INSTITUTIONAL SPACE

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

COMPUTING RESOURCES

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

1. Hardware – HP ZBook 15
    a. Intel Core i7-4710
    b. AMD FirePro M5100 Graphics
2. Software
    a. Microsoft Windows 10 Professional
    b. Adobe Creative Suite 2018
    c. Autodesk 3ds Max 2018
    d. Autodesk AutoCAD 2018
    e. Autodesk AutoCAD Architecture 2018
    f. Autodesk Backburner 2018
    g. Autodesk Revit 2018
    h. Autodesk Civil View for 3ds Max 2018
    i. Autodesk ReCap
    j. Autodesk Collaboration for Revit 2018
    k. Dynamo Revit 1.3.2
    l. FortiClient
    m. Google Earth Pro
    n. Microsoft Office Professional Plus 2016
    o. Microsoft Visio Professional 2016
    p. Rhinoceros 5
    q. Sketchup Pro 2018
    r. Grasshopper for Rhino 5
3. Services
    a. Exchange Server Email and Calendar
    b. Office 365 Cloud Based Storage – 1Tb Per Faculty/Student

PRINTING RESOURCES

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

POTENTIAL PROBLEMS

1. Students are supplied with computer hardware by the institution. While software selection is in the control and budget of the program, the decision to maintain a laptop based campus is solely in the hands of the institution. Much of this has relied on a healthy leasing relationship with HP, whereby the institution has been capable of maintaining sufficient hardware at reasonable costs. If the institution were to change this policy, due to a change in the relationship with HP, or any other reason, the program's budget, tuition costs, related fees, and administrative needs would all likely increase. The Program has considered several options in the rare event that this shift occurs. As part of a broader initiative, the Program will continue efforts to establish dedicated administrative support and, related to this, include the management of information technology as part of that position, or set of positions. Given the program's desire to teach technological agility, it is most likely that it will maintain itself as a laptop based program and continue to provide laptops for each student and faculty with identical images. This, however, will likely be supplemented with cloud based rendering, storage, software, and collaboration tools.
2. Given the program's desire to embrace the changes in design technology, and the recognition of the exponentially multiplying softwares, it may become challenging to provide the necessary tools. To address this, the Program has begun to foster relationships with software, hardware, and manufacturing technology companies to give students access to emerging technologies as beta testers, developers or contributors to open source software, through academic licenses, in-kind donations, sponsored studios. Partnerships currently are in development with Rhinoceros, MG MCGrath, Radius Track, and WikiHouse, and OpenDesk.
3. With the current physical space, there are only three dedicated classrooms for architecture. In order to adequately support growth and the studio culture policy, the program must provide each student a permanent studio space each semester for each student. This will require more flex spaces for lectures or seminars. The program intends to address this through annual summer renovations. These will continue expanding into three other classrooms on the Red Level over the next two years. The three year plan will integrate Architecture and Interior Design studios into one large space, shared space which will allow for 8 lecture and seminar classrooms available to Architecture and Interior Design during the day, and Construction Management at night.
4. While there is adequate space and physical resources for the program within the existing library, the program intends to embrace the idea of library as part of a studio-centric curriculum and expand into a collection of building materials and assemblies. To achieve this, the Program intends to maintain a satellite materials and archives library in a space close to both the main library and to the studios. Learning resources within the current red level library have already digitized and/or moved to the institution's central library, along with the photography lab and virtual reality lab. However, this still poses a spatial challenge as other programs throughout the college expand. To address this, the program has begun collaborating with others on a vision for a more comprehensive materials library that could adequately serve the entire college, or at a minimum, several other programs. This library could then be maintained and administered by the institution's head librarian and staff. This, however, poses other challenges. Library physical resources would be outside the control of the program. To address this, the program intends to select an individual full time faculty person as a materials library and learning resources coordinator. The role of this individual is largely to advocate on behalf of the program for the acquisition of appropriate content and influence on the timelines for improvements. This would be an expansion of the program's current role to provide appropriate technical information to the librarian related to material and learning resources.
5. Printing is currently performed via the institution's Pharos system. This system allows students to print from any printer on campus. Plotting, however, is done via a plot queue. This requires the plotter to be in close proximity to the studios. Currently, there is a single plotter serving Architecture, Construction Management, and Interior Design which resides in the red level library. As the enrollment of programs expands, the needs of the library and printing will both expand. To address this problem, it is the intent of the entire Department to dedicate a single plotter to Interior Design, Construction Management, and the Architecture Program which will be housed within the studios or classrooms of the respective programs. Within the Long Range Plan, Red 56 has been slated as dedicated space for printing technologies, should that need arise as technology changes.

I.2.3 FINANCIAL RESOURCES

DESCRIPTION	2015-2016	2016-2017	2017-2018	2018-2019
(4A) Tuition	*$880,911*	*$1,011,710*	*$1,692,973*	*$2,313,012*
(4665) Gifts - In Kind				
(Gifts) Gifts and Contributions				
TOTAL REVENUE	**$880,911**	**$1,011,710**	**$1,692,973**	**$2,313,012**
(GA1-SalWage) Salaries & Wages	*$270,939*	*$315,944*	*$358,341*	*$394,156*
(BenfTax) Benefits & Taxes	*$70,476*	*$88,041*	*$111,340*	*$121,500*
Total Personnel Cost	*$340,939*	*$403,984*	*$469,681*	*$515,656*
(TA) Travel & Entertainment	*$11,675*	*$19,350*	*$106,353*	*$41,750*
(6845) Office supplies	$961	$1,050	$1,388	$16,845
(6893) Materials & Supplies - Classroom	$5,590	$5,400	$6,636	$7,012
(6894) Supplies In Kind				
(Materials_Supplies_All) Total (All) Materials & Supplies	*$6,552*	*$6,450*	*$8,024*	*$23,857*
(6850) Technology expenses	$978	$1,300	$390	$1,000
(6865) Printing services	$2,683	$2,721	$3,864	$2,601
(6836) Accreditation expenses	$0	$5,000	$4,224	$2,000
(6837) Student Events & Expo's	$162	$1,000	$625	$2,500
(6855) Books & reference material	$78	$100	$576	$400
(6876) Common classroom/lab costs	$12,156	$15,000	$3,917	$15,000
(Misc) Miscellaneous & Other	*$12,859*	*$21,400*	*$13,596*	*$23,501*
(7170) Technical Software	$14,560	$16,761	$16,500	$17,940
(7190) Computer Equipment repair & maintenance	$3,000	$3,000	$162	$3,000
(OM5-IT) Technical Operations expense	*$6,000*	*$19,761*	*$16,662*	*$20,940*
Total Departmental Expense	*$34,858*	*$63,561*	*$144,635*	*$110,048*
TOTAL EXPENSES	**$364,797**	**$473,200**	**$614,316**	**$625,704**
TOTAL REVENUE OVER OPERATING EXPENSES	**$516,114**	**$538,510**	**$1,078,657**	**$1,687,308**

FINANCIAL PROJECTIONS

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

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
1. Tuition	$2,313,012	$2,775,614	$3,330,737	$3,996,885	$4,396,573
2. Donations	$20,000	$100,000	$100,000	$100,000	$100,000
3. Personnel	($515,656)	($670,353)	($871,459)	($1,132,896)	($1,472,765)
4. Department	($160,048)	($208,062)	($270,481)	($351,625)	($457,113)
Contribution	$1,657,308.00	$1,997,199.20	$2,288,797.52	$2,612,363.05	$2,566,695.02

STUDENT FINANCIAL DATA – TOTAL PROGRAM COSTS

The following represents the pricing structure for an individual student by total program cost for each academic plan. Each program within the College is given a calculated tuition cost per credit hour. This tuition cost reflects a synthetic analysis of the differences in expenditure data between the various programs within the College.

	Tuition	Fees	Books	Supplies	Total
1. AAS	$44,628	$4,718	$719	$83	$50,148
2. BARCH	$67,808	$7,910	$613	$0	$76,331
3. TOTAL	$112,436	$12,628	$1,332	$83	$126,479

1. Tuition is calculated on a per semester credit basis as established by the College. The projected per semester credit tuition rate for the program is approximately $755 per credit hour for the AAS degree program and $810 for the BARCH degree program.
2. College fees include a $15 activity fee, $557 technology fee, $344 device fee, and a $400 program fee per semester, per student.
3. Salaries represent base salaries for faculty and staff within the program. Benefits offered to faculty by the College are estimated and represented in Expenses. Changes are based on estimated increased faculty needs as student population increases.
4. Department Expenses are calculated for all those covered by the department for the specific program including travel, classroom and office resources, external printing and copying services, program specific hardware and software, accreditation expenses, memberships, and other program specific expenses.
5. Contribution is calculated for all those covered by the college for the program including maintenance, utilities, all computer hardware and software, internal printing and copying, information resources, college staff, security, employee benefits, classroom improvements, institutional advancement, capital fundraising, recruitment, admissions, marketing, and all other College level expenses.
6. All financial projections disregard inflation.

INSTITUTIONAL FINANCIAL ISSUES

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

I.2.4 INFORMATION RESOURCES

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

ANALYSIS OF CURRENT HOLDINGS

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

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

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

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

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

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

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

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

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

DIGITAL ACCESS
The College web portal enables immediate access to the EBSCO Database, research guides, and a curated list of external sources of information to support the research needs faculty and students. https://dunwoody.edu/campus-life/campus-services/learning-commons/library-catalogs-and-databases/

POTENTIAL PROBLEMS

1. While the college maintains funding for expanding its learning resources holistically, there are currently no funds allocated to accommodate the growth of the library specific to the Architecture Program. As other programs have developed bachelor completion degrees, including Interior Design and Construction Management, the library's financial and physical resources have become increasingly limited. The college has responded by hiring a new head librarian who is focusing on internal and external grant opportunities to expand, most notably, the library's capacity to support research. The Architecture Program intends to address this by collaborating with other programs within Construction Sciences to expand the current materials library and expand its non-physical library resources to include digital and virtual. The librarian and program are also collaborating on micro-libraries throughout the studios to provide quick reference learning resources and basic material library resources. As enrollment and revenue grow, the program also intends to commit its own line item to learning resources which will support research, physical, material and digital that are program specific and outside the central library, but developed in collaboration with the librarian.
2. The Program focuses its curriculum on embracing change in design and building technologies which may result in significant fluctuations in library needs. While intentionally unforeseeable, the Program hopes to address this by continuing to increase its access to full text searches in related periodicals. Initially, the Program maintains access to the Avery Index of Architectural Periodicals. Use of that index will continuously inform the Program and library to publications of greatest relevance in order to make the fluctuations efficient and quickly responsive.
3. As stated in the potential problems regarding the physical library resources, the program intends to embrace the idea of library as part of a studio-centric curriculum and expand into a collection of building materials and assemblies. The program has begun collaborating with others on a vision for a more comprehensive materials library that could adequately serve the entire college, or at a minimum, several other programs. This library could then be maintained and administered by the institution's head librarian and which positions funding outside the control of the program. To address this, the program intends to select an individual full time faculty person as a library liaison. The role of this individual is largely to advocate on behalf of the program for the acquisition of appropriate content and funding from the institution for the library. The program also intends to maintain its own budget for expanding and continuously developing the materials library. This will be a joint fund with the digital fabrication lab that will focus on materials acquisition and student worker support for organization and documentation of materials and assemblies produced or acquired by the program.

I.2.5 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

ADMINISTRATIVE STRUCTURE

Dunwoody College of Technology consists of a set of departments, each with a series of degree programs. The Provost oversees the Deans who oversee each department and the Program Managers within the department.

The Dean maintains long range and strategic planning for all programs within the Construction Sciences and Building Technologies Department. This includes leadership in new program development, along with department wide faculty development, fundraising, recruiting and retention planning, and policies and procedures. Program Managers report directly to the Dean and maintain leadership in program specific curriculum development, policy and procedures development, accreditation processes, faculty assessment and development, programmatic assessment, recruiting, retention, and community, professional, and academic outreach.

Each Program also maintains a Program Advisory Committee. This committee functions as an independent advisor to the Program Manager, Dean and Faculty of the Program. Representatives on the PAC are assigned based on their influence within the industry the program serves. Assignments to the PAC, and PAC development, is overseen by the Program Manager.

Specifically, the Architecture Program exists within the Construction Sciences and Building Technology Department which is led by Dean Bridget Reynolds and Program Manager John Dwyer. A Curriculum Committee provides internal feedback to the Program Manager with regards to curriculum development. The Program Advisory Committee provides external feedback from the architectural professional and academic communities.The following outlines the individuals within the Architecture program by hierarchical structure.

1. Dean of Construction Sciences and Building Technology
    a. Architecture Program Manager
        i. Curriculum Committee
            1. Chair – Senior Instructor or Higher
            2. Student Representative
            3. Full-Time Faculty Representative
            4. Adjunct Faculty Representative
            5. Program Advisory Representative
        ii. Full Time Faculty
            1. Student Organization Leaders
            2. Student Workers
            3. Guest Lecturers
        iii. Adjunct Faculty
            1. Guest Lecturers
            2. Mentors
2. Program Advisory Committee Chair
    a. Full-Time Faculty Representative
    b. Dean of Construction Sciences and Building Technology
    c. Representative Leaders in the Profession
    d. University of Minnesota – College of Design Representative
    e. AIA Minnesota Representative
    f. Alumni Representative
    g. AIAS Representative
    h. Minneapolis – Saint Paul CSI Representative
    i. Minnesota Architecture Foundation Representative

GOVERNANCE OPPORTUNITIES

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

II.1.1 STUDENT PERFORMANCE CRITERIA

DEGREE STRUCTURE

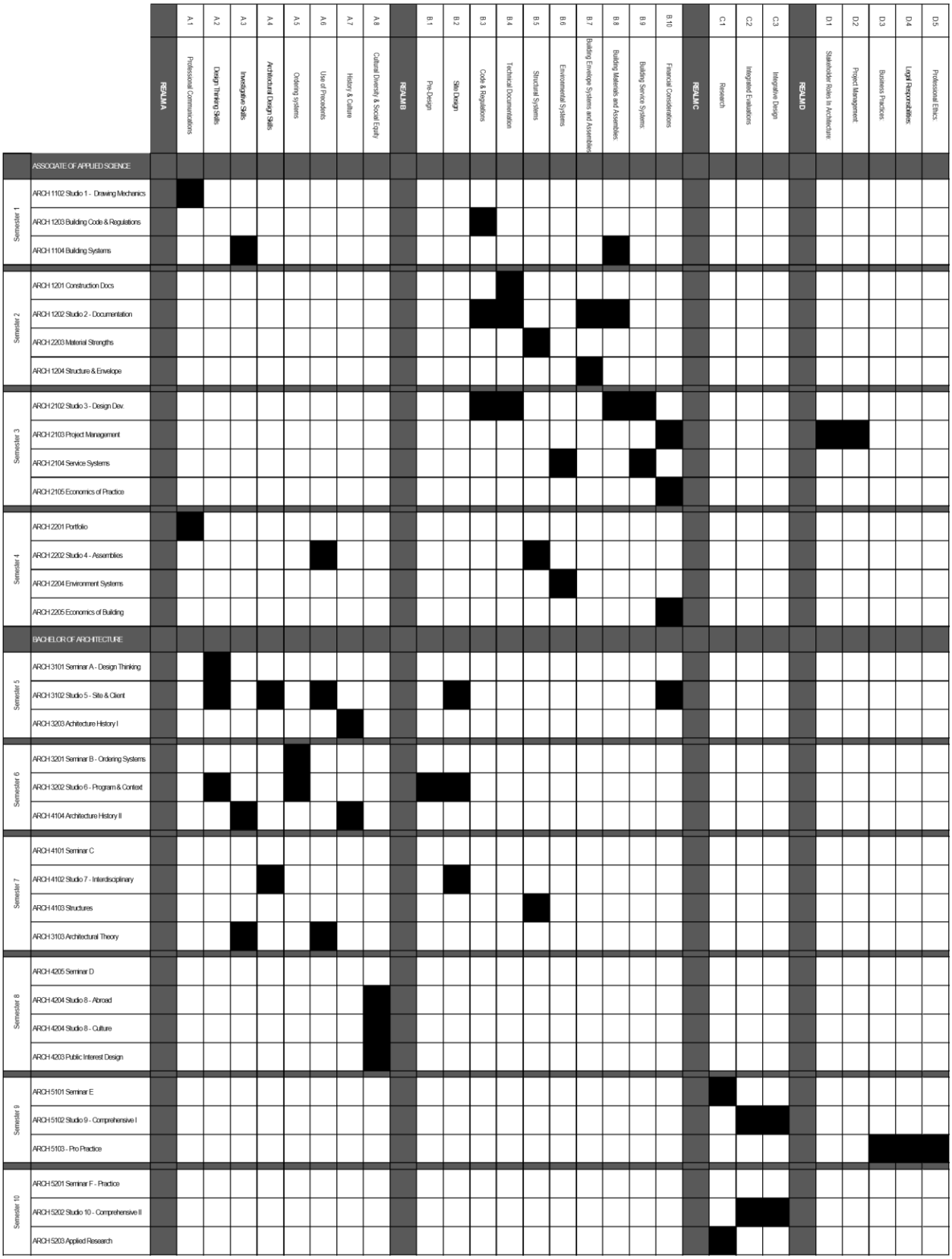
1. AAS DEGREE: The overall educational outcome of the first two years is to award students an Accredited Associates Degree with the knowledge, skillset, and portfolio to be both employable in the profession and prepared for the advanced studies.
2. B. ARCH: The overall educational outcome of the following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

CURRICULAR STRUCTURE

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

STUDIO	TITLE	LEARNING AREA	SPC FOCUS AREAS
ARCH 1102	Drawing Mechanics	Introduction to design technologies	A1, B4
ARCH 1202	Technical Documentation	Introduction to technical drawing, construction drawings, construction documents and design development	B3, B4, B7
ARCH 2102	Collaboration	Introduction to collaborative processes in the context of design development and construction documentation.	B1, B2, B4, B9
ARCH 2202	Assemblies	Practiced complete design process with technological agility and the integration of building systems	A4, B4, B6
ARCH 3102	Site + Client	Introduction to design thinking, architectural design, and precedent analysis in the context of site influences	A4, A2, B2
ARCH 3202	Program + Precedent	Practiced design thinking, ordering systems, research, and predesign in the context of programmatic development.	A4, A5, A6, B1
ARCH 4102	Interdisciplinary Collaboration	Practiced architectural design in the context of multidisciplinary influences.	A4, D1
ARCH 4204	Culture	Practiced design thinking and precedent analysis in a global, historical, theoretical and multicultural context.	A4, A6, A8
ARCH 5104	Comprehensive I	Assessed integration of a complete architectural design process and technical proficiency in the context of a comprehensive project.	A4, C2, C3
ARCH 5202	Comprehensive II	Assessed integration of a complete architectural design process and technical proficiency in the context of a comprehensive project.	A4, C1, C2, C3

STUDENT PERFORMANCE CRITERIA MATRIX



II.2.1 INSTITUTIONAL ACCREDITATION

See Section 4.13 for state and regional accreditation letters.

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

BACHELOR OF ARCHITECTURE

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

MINORS OR CONCENTRATIONS

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

CREDIT DISTRIBUTIONS AND TOTALS

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

CURRICULUM GUIDE

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

SEMESTER 1 18 Credits

ELECTIVE SOCIAL SCIENCES ELECTIVE 3 Credits

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

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

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

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

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

SEMESTER 2 18 Credits

ELECTIVE COMMUNICATIONS ELECTIVE 3 Credits

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

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

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

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

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

SEMESTER 3 18 Credits

ELECTIVE NATURAL SCIENCES ELECTIVE 3 Credits

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

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

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

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

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

SEMESTER 4 14 Credits

ELECTIVE GENERAL STUDIES ELECTIVE 2 Credits

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

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

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

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

ISSUANCE OF AAS DEGREES
YEAR THREE APPLICATION AND ADMISSIONS PROCESS

AAS TOTALS 68 Semester Credit Hours

GENERAL STUDIES REQUIRED	9 Credits
GENERAL STUDIES ELECTIVES	11 Credits
PROFESSIONAL STUDIES REQUIRED	48 Credits
PROFESSIONAL ELECTIVES	0 Credits

SEMESTER 5 15 Credits

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

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

ARCH 3101 SEMINAR A – ELECTIVE 1 Credit
Introduction to established and emerging ways of thinking about architectural space and form. Explore physical and digital modes of representation to develop skills that utilize design thinking, ordering systems, and investigative skills.

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

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

SEMESTER 6 15 Credits

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

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

ARCH 3201 SEMINAR B – ELECTIVE 1 Credit
Exploration of physical and digital modes of representation to develop ordering skills utilizing design thinking, ordering systems, and investigative skills.

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

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

SEMESTER 7 15 Credits

ELECTIVE OPEN ELECTIVE 3 Credits

ARCH 4101 SEMINAR C - ELECTIVE 1 Credit
Exploration of architectural research methodologies and modes of representation to develop design thinking and investigative skills.

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

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

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

SEMESTER 8 15 Credits

ELECTIVE OPEN ELECTIVE 3 Credits

ARCH 4205 SEMINAR D - ELECTIVE 1 Credit
Exploration of architectural research methodologies and modes of representation to develop design thinking and investigative skills.

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

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

SEMESTER 9 15 Credits

ELECTIVE OPEN ELECTIVE 1 Credit

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

ARCH 5101 SEMINAR E - ELECTIVE 1 Credit
Exploration of architectural research methodologies and modes of representation to develop integrative design and integrative thinking skills.

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

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

SEMESTER 10 15 Credits

ELECTIVE OPEN ELECTIVE 3 Credits

ARCH 5201 SEMINAR F - ELECTIVE 1 Credits
Exploration of architectural research methodologies and modes of representation to develop integrative design and integrative thinking skills.

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

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

ISSUANCE OF BARCH DEGREES

PROGRAM TOTAL	158 Semester Credit Hours
AAS SUBTOTALS	68 Semester Credit Hours
GENERAL STUDIES REQUIRED	9 Credits
GENERAL STUDIES ELECTIVES	11 Credits
PROFESSIONAL STUDIES	48 Credits
PROFESSIONAL ELECTIVES	0 Credits
BARCH SUBTOTALS	90 Semester Credit Hours
GENERAL STUDIES REQUIRED TOTAL	15 Credits
GENERAL STUDIES ELECTIVES	10 Credits
PROFESSIONAL STUDIES REQUIRED	59 Credits
PROFESSIONAL ELECTIVES	6 Credits

II.3 EVALUATION OF PREPARATORY EDUCATION

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

1. General Studies Credits: transcripts from applying students are evaluated based on the full syllabus for each course completed at another institution to determine its transferability. Incoming students from other institutions may transfer up to 20 semester credit hours of general studies courses. If less than 20 credits are deemed transferrable, the student may still be accepted into the program, but it will be the responsibility of the student to fulfill the remaining credit hours in addition to the required courses.
2. Technical Competency: Incoming students from other institutions must show competency in software that is the same or equal to those offered to existing first and second year Dunwoody students. Competency is determined through portfolio review as well as personal interview. Incoming students from other institutions must show technical competency for acceptance.
3. Knowledge Base: Incoming students from other institutions must demonstrate a strong knowledge of building systems, building environment systems, building service systems, structural systems, statics and strengths of materials, and building codes and regulations. This is evaluated through review of the full syllabi for completed coursework as well as the individual's performance in each course. Incoming students from other institutions must demonstrate this knowledge for acceptance.
4. Student Performance Criteria: Where credits are considered for transfer as equivalent to coursework with Student Performance Criteria associated, individual student work is further reviewed for fulfillment of the SPC. Where transfer agreements or articulation agreements exist, SPC's are noted within the agreement and student work is evaluated accordingly. Where no transfer or articulation agreement exists, student work is evaluated openly, independent of course designation, but dependent on SPC requirement. In all cases, this evaluation is performed by the program manager or other full time faculty through a combination of submitted work samples, course descriptions, syllabi, and/or interview.

II.4 PUBLIC INFORMATION

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

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

II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

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

II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

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

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

The following resources are linked to the architecture program website:
NCARB News
www.NCARB.org
The NCARB Handbook for Interns and Architects
ARE Guidelines
www.naab.org
AIA Emerging Professionals
AIA Minnesota Job Bank
www.aias.org
Studio Culture Stories and Interpretations
www.aia.org
Your Guide to NCARB & AXP
www.acsa-arch.org
ACSA Atlas Project
ACSA Study Architecture

II.4.4 PUBLIC ACCESS TO APRS AND VTRS

The following documents pertaining to accreditation are available through the architecture website
Annual Reports, with narratives and any NAAB responses
The most recent decision letter from the NAAB
The most recent Architecture Program Report.
The final draft of the most recent Visiting Team Report, including attachments and addenda

II.4.5 ARE PASS RATES
NA.

II.4.6 ADMISSIONS AND ADVISING
Admissions information is provided online through the College's website. https://dunwoody.edu/admission-aid/

The College provides four procedures for admissions into any program:
First Time College Students: https://dunwoody.edu/admission-aid/admissions/first-year/
Transfer Students: https://dunwoody.edu/admission-aid/admissions/transfer-students/
Veterans & Military: https://dunwoody.edu/admission-aid/admissions/veteran-military-students/
International Students: https://dunwoody.edu/admission-aid/admissions/international/

Students applying for admission into the first or second year of the Architecture Program (Architectural Drafting and Design AAS) do so through the primary College application which can be completed online or via paper application: https://dunwoody.edu/admission-aid/apply/

Students applying to the Bachelor of Architecture degree program with the intention of beginning at the third year or higher, additionally complete the Architecture Application Packet linked here: https://dunwoody.edu/construction/architecture/ and located here: http://www.dunwoody.edu/pdfs/Dunwoody-College-Architecture-Admissions.pdf

Student diversity initiatives include the following:
Women In Technical Careers Scholarship Program: https://dunwoody.edu/admission-aid/scholarships/witc/
Gender Sexuality Alliance: https://dunwoody.edu/campus-life/student-organizations/
Dunwoody Diversity Forum: https://dunwoody.edu/news/tag/diversity-forum/

II.4.7 STUDENT FINANCIAL INFORMATION
For information and advice regarding financial aid decisions, students can visit: https://dunwoody.edu/admission-aid/tuition-aid/

Initial estimates for tuition and fees specific to the Architecture and other programs are linked through the above site and located here: http://www.dunwoody.edu/pdfs/DunwoodyCollege-2019-20-TuitionPricingSummary.pdf

The College also provides a Net Price Calculator located here: https://dunwoody.studentaidcalculator.com/survey.aspx

III.1.1 ANNUAL STATISTICAL REPORTS
Statistical data is compiled within Annual Reports. Reports are available through the Architecture Program's Accreditation website: http://dunwoody.edu/about/accountability/program-accreditations/architecture/

III.1.2 INTERIM PROGRAM REPORTS
The first annual report was initiated in May 2015 and completed by the end of the College's fiscal year in August of 2015. As the program is in candidacy, the APR for Continuing Candidacy stands in as the interim program report.

SECTION 4 – SUPPLEMENTAL MATERIAL

4.1 COURSE DESCRIPTIONS

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
None

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

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
None

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

Offered
Fall Semster

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 11XX Courses

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

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
None

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

Offered
Each Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 11XX Courses

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

Offered
Spring Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 11XX Courses

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

Offered
Spring Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 11XX Courses

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

Offered
Spring Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 11XX Courses

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

Offered
Spring Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 11XX and 12XX Courses

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

Offered
Fall Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 11XX and 12XX Courses

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

Offered
Fall semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals

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

Course Objectives

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

Topical Outline

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

Prerequisites
All ARCH 11XX and 12XX Courses

Textbooks/Learning Resources

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

Offered
Fall Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
None

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

Offered
Spring Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals

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

Course Objectives

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

Topical Outline

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

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

Textbooks/Learning Resources

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

Offered
Spring Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

Course Objectives

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

Topical Outline

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

Prerequisites
All ARCH 11XX and 12XX Courses

Textbooks/Learning Resources

1. RS Means Online
2. On Screen Takeoff**.**

Offered
Spring Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals

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

Course Objectives

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

Topical Outline

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

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

Textbooks/Learning Resources

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

Offered
Spring Semester

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
Acceptance into Bachelor of Architecture Degree Program

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

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
Acceptance into Bachelor of Architecture Degree Program

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

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
Acceptance into Bachelor of Architecture Degree Program

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

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
Acceptance into Bachelor of Architecture Degree Program

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

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

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

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
ARCH 3101, ARCH 3102

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

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
ARCH 3104

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

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

Course Description

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

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
All ARCH 31XX and ARCH 32XX Courses

Textbooks/Learning Resources
TBD

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals

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

Course Objectives

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

Topical Outline

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

Prerequisites
All ARCH 3XXX and ARCH 41XX Courses

Textbooks/Learning Resources
TBD

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

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

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

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals

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

Course Objectives

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

Topical Outline

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

Prerequisites
All ARCH 31XX and ARCH 32XX Courses

Textbooks/Learning Resources
TBD

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

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

Prerequisites
All ARCH 31XX and ARCH 32XX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
All ARCH 3XXX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
All ARCH 3XXX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 3XXX Courses

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

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

Topical Outline
By Student

Prerequisites
All ARCH 3XXX and ARCH 4XXX Courses

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

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

Course Goals
TBD

Course Objectives
TBD

Topical Outline
TBD

Prerequisites
All ARCH 3XXX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

Course Objectives

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

Topical Outline
By Student

Prerequisites
All ARCH 3XXX and ARCH 4XXX Courses

Textbooks/Learning Resources
By Student.

Offered
Fall Semester; annually

Faculty assigned
TBD

COURSE DESCRIPTION

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

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

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

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

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

Prerequisites
All ARCH 3XXX and ARCH 4XXX Courses

Textbooks/Learning Resources
TBD

Offered
Spring Semester; annually

Faculty assigned
TBD

4.2 FACULTY RESUMES

Name:
John Dwyer, AIA

Courses Taught (two academic years prior to current visit)**:**
ARCH 2101
ARCH 2203
ARCH 2201
ARCH 4104
ARCH 4102
ARCH 5101
ARCH 5201

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

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

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

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

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

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

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

Name:
Paul Strother
Architect, Assistant Professor Dunwoody College of Technology, Member CSI

Courses Taught (two academic years prior to current visit)**:**
ARCH1102 Studio One Drawing Mechanics
ARCH1201 Construction Documents
ARCH1202 Studio Two
ARCH1203 Building Codes
ARCH2102 Studio Three
ARCH2103 Project Management
ARCH2104 Building Service Systems
ARCH2105 Economics of Practice
ARCH2205 Economics of Buildings

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

Teaching Experience:
2018-Present Dunwoody College of Technology Assistant Professor
2013-2018 Dunwoody College of Technology Senior Instructor
2009-2013 Dunwoody College of Technology Adjunct Instructor

Architectural Practice:

2010-Present	Paul Strother Architect-	Principal
1981-2010	Cluts O'Brien Strother Architects-	Principal
1979-1981	Williams/O'Brien Architects-	Architect
1976-1979	Radloff Associates-	Architect
1975-1976	Bennet Blair Winsett Duke-	Drafter
1974-1975	Johnson Forberg Associates-	Drafter/designer
1972-1974	Gingold Pink Associates-	Student Intern
1970-1974	University of Minnesota -	Drafter

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

Continuing Education:
Technical: Building envelope systems including masonry, roofing, waterproofing, cladding, coatings, sealants, expansion control, hazardous environmental and weatherproofing.
Contracts/legal: Building Codes, Construction Contracts, Construction Law, and Cost Estimating.
Design: Urban Studies, American Building types
Foreign Studies/Travel: Building types and Art History, Ancient through Modern in Mexico, Central America, Europe, Africa, and Asia.
TES: University of Minnesota

Community:
Volunteer:
Board Member & Chief Financial Officer, Jonathan Montessori School, 7 years.
Member of Building Committee, East Union School, Chaska School District 112.
Mentor 1 Program, Chaska Schools, 10 years.
Mentorship, Dunwoody College 4 years.
Chaska Rotary, 4 years. Recipient *President's Paul Harris Award for extraordinary service.*
CSI: Recognition award for encouraging student participation

Professional Memberships:
1986-Present Construction Specifications Institute
2011 Present SkillsUSA

Name:
Molly Reichert, Associate AIA, ACSA

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

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

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

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

Professional Experience

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

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

Professional Memberships:

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

Name:
Wale Falade, Assoc AIA

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

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

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

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

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

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

Professional Memberships:
2011-Present AIA Minnesota

Name:
Pablo Villamil

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

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

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

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

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

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

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

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

Name:
Bruce N. Wright, AIA, AIGA

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

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

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

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

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

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

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

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

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

Name:
Jessica Ainsworth Truong

Courses Taught (two academic years prior to current visit)**:**
ARCH3203
ARCH4104
ARCH2204

Educational Credentials:
University of Minnesota, College of Design, Minneapolis, MN
September 2000 – November 2008
Master of Architecture

University of Minnesota, College of Liberal Arts, Minneapolis, MN
September 1996 – May 2000
Bachelor of Art, Major in Architecture

Teaching Experience:

2017-Present	Dunwoody College of Technology Senior Instructor
2005-2017	Art Institute International Minnesota, Assistant Professor
2001-2003	University of Minnesota, Teaching Assistant

Professional Experience

2003 – Present	Ainsworth Design
2001-2002	Quigley Architects
2000	BKV Group

Name:
Laura Cayere-King Associate AIA

Courses Taught (two academic years prior to current visit)**:**
ARCH4202
ARCH3202

Educational Credentials:
University of Minnesota College of Design
Master of Architecture
1999

Carroll University
Bachelor of Arts
1992

Teaching Experience:

2017-Present	Dunwoody College of Technology Adjunct Instructor
2013-2015	University of Minnesota Visiting Adjunct Professor
1999	University of Minnesota Research Assistant

Professional Experience

2013-Present	Peterssen/Keller Architecture Project Designer
2004-2011	Albersson Hansen Architecture Project Manager
2000-2004	Meyer Scherer & Rockcastle LLC Architectural Intern
1997	TEA2 Architects Intern

Selected Publications and Recent Research:
"Before Building", Architecture Minnesota, Amy Goetzman, November 2018
"Architects Leave for Puerto Rico", Midwest Home, Camille LeFevre, December 8, 2017

Professional Memberships:

2000-Present	AIA Minnesota
2011-2013	Marcy Arts Partnership

Name:
Catherine Britt, AIA

Courses Taught (two academic years prior to current visit)**:**
ARCH3103

Educational Credentials:
Arizona State University Herberger Institute for Design and the Arts, The Design School, 2005
Master of Architecture with Distinction

The Architecture Foundation Australia, New South Wales, Australia, 2004
Master Studio with Glenn Murcutt

The University of Michigan School for Environment and Sustainability, 1997
Bachelor of Science

Teaching Experience:
2017-Present Dunwoody College of Technology Adjunct Instructor
2003-2004Arizona State University Design School, Teaching Assistant

Professional Experience
December 2013-Present Cuningham Group, Project Architect
2006-2013 Architekton, Project Architect
2005-2006 Circle West Architects, Project Architect

Licenses/Registration:
2010 Registered Architect, Arizona License#51158
2014 Registered Architect, Minnesota License #51846

Selected Publications and Recent Research:
Building Design + Construction, Cover Feature, 2013
Metal Architecture Magazine, Cover Feature, "Architect Profile: Catherine Britt," 2012
American School & University Magazine, "Citation, Post-Secondary: Chandler-Gilbert Community College, Ironwood Hall," 2011
ArchDaily, "Chandler Gilbert Community College Ironwood Hall / Architekton," 2011
Metal Architecture Magazine, "Ironwood Hall," 2011
Details, IIDA Southwest Chapter Newsletter, "Couture 2011 – A Design Team's Perspective," 2011
Buildings of America, "Ironwood Hall," 2010
Green Building + Design, "Ironwood Hall," 2010
Structures Magazine, "Putting Pedestrian Materials to Use," 2008
Professional Memberships:
2010-Present American Institute of Architects
2010-Present National Council of Architectural Registration Boards

Name:
James Wheeler

Courses Taught (two academic years prior to current visit)**:**
ARCH4102

Educational Credentials:
University of Minnesota
Master of Architecture
2007

University of Minnesota
Bachelor of Science
2003

Teaching Experience:
2018-Present Dunwoody College of Technology Adjunct Instructor
2011-Present University of Minnesota College of Design

Professional Experience
2013-Present Public Design Exchange – Director, Education and Community Partnership
2013-Present Design Corps – Board of Directors
2010-2016 Association for Community Design – Board of Directors
2012-2016 Center for Rural Design – Faculty Research Fellow
2013 WCL Associates – Intern Architect
2011-2012 Buckman Fellowship for Leadership in Philapnthopy – Fellow
2007-2011 Gulf Coast Community Design Studio – Intern Architect

Name:
Choy Leow, AIA, MBE

Courses Taught (two academic years prior to current visit)**:**
ARCH 2201

Educational Credentials:
Iowa State University
Master of Architecture
1988

Teaching Experience:

Dates	Dunwoody College of Technology Adjunct Instructor
Dates	Institution Title

Professional Experience

2017-Present	Sperides Reiners Architects – Consulting Architect
2016-Present	R3C Consulting
2003-2016	Allina Design and Construction – Director

Licenses/Registration:
1995-Present Minnesota Licensed Architect #23868

Professional Memberships:

2010-Present	MN Architectural Foundation
2010-Present	Association of Malaysian Students at Iowa State University
1996-2006	Chinese Dance Theatre – Volunteer Instructor
2007-Present	University of Minnesota – Mentor
2004	Iowa State University Alumni Association – Board Chair

Name:
Paul Bierman-Lytle

Courses Taught (two academic years prior to current visit)**:**
ARCH 3102
ARCH 2202

Educational Credentials:
Yale University School of Architecture, New Haven, Connecticut
1975-1978 Master of Architecture

Eckerd College, St. Petersburg, Florida
1970-1973 B.A; major Literary Criticism; minor Theater Arts

Teaching Experience:

2018-Present	Dunwoody College of Technology Adjunct Instructor
1986	Yale University School of Architecture & School of Forestry, Visiting Faculty
1985	Technische Universitat Braunschweig, Braunschweig, Germany, Visiting Faculty
1982	UCLA, Graduate School of Architecture & Planning, Visiting Faculty

Professional Experience

1995-Present	Sustainable Environment Associates Corporation (SEAS), President
2005-Present	Pangaeon, Founder, Chairman
2018-2010	Group 70 International, Inc., Honolulu, Hawaii, Partner, Chief Sustainability Officer
1997-2001	CH2M HILL, Denver, CO, Vice President, Executive Director of Sustainable Development

Licenses/Registration:

Licensed Architect – State of Connecticut #ARI 0008968	1983
Licensed Architect – State of California #28766	1985
Licensed Architect – State of Michigan #1301064121	2016

Selected Publications and Recent Research:
"Your Natural Home: The Complete Sourcebook and Design Manual for Creating a Healthy, Beautiful, and Environmentally Sensitive Home", *Little Brown & Company, New York* by Paul Bierman-Lytle & Janet Marinelli, 1995
"Climate Change Impacts on High Altitude Ecosystems", Springer Publishing, Netherlands, 2015, Chapter: "Impacts of Climate Change on Human Communities"
"Mangrove Ecosystems of Asia", Springer Publishing, Netherlands, 2014, Chapter: "Economic Sustainability of Halophyte Cash Farms in Urban Environments."
UNESCO Green Academies: From Rhetoric to Action, December 2016, UNESCO Addis Ababa Liaison Office, Ethiopia, Africa, Chapter, Pillar I Rainwater Harvesting
"Environmental Resource Guide", Committee On The Environment, American Institute of Architects, 1990-93, Washington D.C. Co-editor with Pliny Fish III.
"PERSPECTA 17: The Yale Architectural Journal", MIT Press, 1979, Paul Bierman-Lytle, editor-in-chief
"Architectural Digest: Architecture, Conger Residence", September 1979, design-build, featured article
"American Houses", Philip Langdon (author), featured residences by Paul Bierman-Lytle
"Green Hotelier: Sustainable Development for Small Island Developing Nations", Magazine of the International Hotel Environment Initiative (HRH Prince of Wales), London, Issue No. 17, January 2000.
"Healthy Building Materials", World Health Organization, Stockholm, Sweden, 1985
"Architectural Record: Record Houses of 1979", Mid-May 1979, American Institute of Architects, Washington D.C.

Professional Memberships:

AIA National Member # 30049664	2001-Present
USGBC LEED AP BD+C	2001-Present
NCARB #76334	2008-Present
ENVISION Sustainability Professional	2016-Present

Name:
Kerrik Wessel, AIA

Courses Taught (two academic years prior to current visit)**:**
ARCH 2202
ARCH 3202

Educational Credentials:
University of Minnesota
Bachelor of Architecture
1994

Lawrence University
Bachelor of Arts
1986

Teaching Experience:
2018-Present Dunwoody College of Technology Adjunct Instructor
2014-Present University of Minnesota College of Design – Guest Critic

Professional Experience
2010-Present Parasol Modular – Product Design
2004-Present Wessel Design – Architect/Project Manager
2000-2004 SALA Architects – Architectural Intern
1996-2001 Associated Architects – Architectural Intern

Licenses/Registration:
2005-Present Minnesota Licensed Architect #45930

Selected Publications and Recent Research:

Professional Memberships:
2016 Roseville Cedarholm Golf Course Advisory Commiteee – Advisory Architect
2018 Search for Shelter – Volunteer
2018-Present Como Park Zoo and Conservatory - Visitor's Attendant

Name:
Philip Bussey, AIA, LEED AP

Courses Taught (two academic years prior to current visit)**:**
ARCH 4101

Educational Credentials:
University of Minnesota
Master of Architecture
2014

University of Minnesota
Bachelor of Science
2008

Teaching Experience:
2017-Present Dunwoody College of Technology Adjunct Instructor

Professional Experience
2018-Present AECOM – Design Technologist
2016-2018 Cuningham Group – Architect
2014-2015 Radius Track – Design Technologist
2014 Alchemy Architects - Intern

Licenses/Registration:
2016-Present Minnesota Licensed Architect
2014-Present LEED AP

Professional Memberships:
2016-Present AIA Minnesota

4.3 STUDIO CULTURE POLICY

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

4.4 SELF ASSESSMENT POLICIES AND OBJECTIVES

College Accreditation and Accountability:
https://dunwoody.edu/about/accountability/

Program Accreditation Information:
http://dunwoody.edu/about/accountability/program-accreditations/architecture/

Program Annual Assessment Plans and Reports:
https://dunwoody0-my.sharepoint.com/:f:/g/personal/dwyjoh_dunwoody_edu/Ekr_GUJURy1MrHC_HeEpKTYBbN4Cjo0-wwVMVXGsjzfGgg?e=8qRGBn

4.5 COLLEGE POLICIES

College Student Handbook: https://catalog.dunwoody.edu/catalog-student-handbook/
Faculty Handbook: https://catalog.dunwoody.edu/faculty-handbook/
Employee Handbook: https://catalog.dunwoody.edu/employee-handbook/

4.6 INFORMATION RESOURCE POLICIES

College-wide Academic Facilities: https://dunwoody.edu/about/campus/academic-facilities/
Central Library: https://dunwoody.edu/campus-life/campus-services/learning-commons/library-catalogs-and-databases/
Design and Material Resource Library: https://dunwoody.edu/facility/design-and-material-resource-library/
Digital Fabrication Lab: https://drive.google.com/file/d/0B1QTS1gPOshzc3Y0Q1lfV2ZacGM/view
Construction Lab: https://dunwoody.edu/facility/construction-lab/

4.7 RESPONSE TO THE OFFSITE PROGRAM QUESTIONNAIRE

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

4.8 PREVIOUS VISITING TEAM REPORTS (VTR)

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

4.9 ELIGIBILITY MEMORANDUM

National Architectural Accrediting Board, Inc.

March 10, 2014

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

Dear President Wagner:

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

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

1101 Connecticut Avenue, NW
Suite 410
Washington, DC 20036

tel 202.783.2007
fax 202.783.2822

www.naab.org
info@naab.org

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

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

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

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

Very truly yours,

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

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

Enc.

Date: Thursday, February 12, 2014

MEMORANDUM FOR THE NATIONAL ARCHITECTURAL ACCREDITING BOARD

FROM: BRIAN P. KELLY, AIA
DIRECTOR

SCOTT VEAZEY, AIA
DIRECTOR

SHANNON B. KRAUS, FAIA
PRESIDENT-ELECT

ANDREA S. RUTLEDGE, CAE
EXECUTIVE DIRECTOR

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

1401 Connecticut Avenue, NW
Suite 410
Washington, DC 20036
www.naab.org
tel 202.783.2007
fax 202.783.2822
email info@naab.org

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

The purpose of the eligibility visit is three-fold:

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

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

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

General Information

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

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

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

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

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

1. Review of Resources Committed to the Program

Human Resources

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

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

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

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

Financial Resources

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

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

Physical Resources

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

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

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

Information Resources

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

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

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

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

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

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

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

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

Assessment of the Timeline Toward Initial Candidacy:

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

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

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

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

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

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

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

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

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

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

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

Respectfully submitted,

Brian P. Kelly, AIA

Scott Veazey, AIA

Shannon B. Kraus, FAIA

Andrea S. Rutledge, CAE

Attachments

4.11 PLAN FOR ACHIEVING INITIAL ACCREDITATION

OVERVIEW

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

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

WHY

The program was founded in response to two divergent forces: the challenges facing the profession in the wake of the great recession, and the growing opportunities to transform the art and discipline of architecture in the context of technological change.

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

Concurrently, the profession's capacity to pursue these opportunities diminished during the recession. The rising costs of education, growing income gaps for architectural interns, and long paths to licensure were further limiting the profession's ability to rebound. We saw a need for an education which focused on the profession, where students could initiate their careers earlier, increase their earning potential, and shorten their path to licensure. The Bachelor of Architecture was identified as an ideal degree toward this goal. With the nearest one over 200 miles from the Twin Cities metropolitan area, Dunwoody founded the Bachelor of Architecture degree program around four principles for strengthening the profession.

1. Professionalism: to forward the profession of architecture by generation of architects ideally poised to succeed as leaders in the practice of architecture.
2. Service: to forward the discipline of architecture toward civic engagement, community service, sustainability, and global citizenry.
3. Technology: to approach the advancement of design and building technologies with agility and harness their capacity for architectural inquiry.
4. Communication: to collaboratively and critically represent, document, publish and present architectural thought.

PROFESSIONALISM

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

Over the first two years, students gain a proficiency in fundamental skills with the objective of making students highly employable. This, coupled with the program's strong connection to the profession, allows students to enter initiate their architectural experience program (AXP) requirements while enrolled. The curriculum provides job skills of immediate need and a class schedule conducive to maintaining a healthy work/life/academic balance for students.

In their final three years, students engage the profession critically through courses in professional practice, public interest design, service learning, digital fabrication, architectural research, and business management. In their final year, students dedicate study to the Architectural Registration Exam, giving them the opportunity to complete all exams prior to graduation. Upon initial accreditation, the program intends to formally participate in the NCARB Integrated Path to Licensure (IPAL) program.

SERVICE

We recognize the practice of architecture as innately global. As humanity migrates at an exponential rate, the developing and developed worlds coexist worldwide. We see this condition as a great opportunity to engage the discipline of architecture toward a positive impact in human development. We believe this requires an holistic approach, encompassing service to the developed and developing worlds, in local and global contexts.

To accomplish this, the program maintains a practice-based studio sequence as the core of the curriculum, with the majority of studios directly engaging real clients and projects. While ranging in geographic and cultural contexts, the studios maintain service to communities as yet unserved by the profession.

Reinforcing this commitment to service and global perspective are three travel study options. The first program integrates itself into the fourth year curriculum through nine weeks of study within an international global city. The objective is to provide comparative analysis through immersive learning and develop an understanding of the diverse populations impacting global urban development. The second program engages communities in need nationally and internationally through one and two week travel service learning opportunities. The objective is to expose students to alternative forms of architectural practice and provide a broader view of the architect's role in the health of humanity. Lastly, during the fifth year, opportunities are provided for students to engage in self-guided travel while working directly with clients and communities in worldwide.

TECHNOLOGY

We define technology in two dimensions, design and building. We see design technology as encompassing all tools and media for representing, testing, visualizing, documenting, simulating, and communicating architecture. We see building technology as encompassing all materials, methods, assemblies, systems, subsystems, sciences, performative measures, standards and regulations which determine how design is realized in built form.

The program recognizes the recent, ongoing, and substantial changes in design technologies and the many ways in which they are transforming architecture. The program seeks to give students the capacity to engage traditional, new and emerging design tools. The first two years of the curriculum focus on acquiring this agility, while the remaining three years explore the possibilities of evolving architecture through emerging design technologies.

COMMUNICATION

We see architecture as a form of communication rooted in critical representation, documentation, publication and presentation of architectural possibilities. We view abstract thinking as essential to architectural communication in its ability to break procedural paradigms. The result is a curricular structure rooted in technological agility, rather than technological mastery.

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The AAS degree provides a broad empirical base of technologies within a focused and current context, while the Bachelor of Architecture degree requires abstraction from that base through comparison, critique, and reflection within historical, cultural, and theoretical contexts. The objective is to provide an education which uses technology to build abstract and critical thinking toward effective architectural communication.

PART ONE – ANALYSIS OF THE PROGRAM

SEE THE FOLLOWING SECTIONS OF THE ARCHITECTURE PROGRAM REPORT

PART I: INSTITUTIONAL SUPPORT & COMMITMENT TO CONTINUOUS IMPROVEMENT

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

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

PART II: EDUCATIONAL OUTCOMES AND CURRICULA

PART II: SECTION 1
II.1.1 STUDENT PERFORMANCE CRITERIA

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

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

PART II: SECTION 4
II.4 PUBLIC INFORMATION

PART 2: TIMELINE FOR ACHIEVING INITIAL ACCREDITATION

COMPLETED TIMELINE FOR INITIAL CANDIDACY

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

COMPLETED TIMELINE FOR CONTINUING CANDIDACY

July 2016	Approved Request to Postpone Visit from Spring 2017 to Fall 2017
March 1, 2017	Submitted Architecture Program Report for Continuing Candidacy
Summer 2017	NAAB Board of Directors Action and Scheduling of Site Visit
September 23-27, 2017	Site Visit by NAAB Visiting Team – Dr. Mitra Kanaani, Team Chair
Fall 2017	Submittal of Candidacy-Visiting Team Report
March 2018	NAAB Board of Directors Decision
March 30, 2018	Transmittal of the Board of Directors Decision Letter
April 2018	Public Disclosure of APR-CC, C-VTR, and Continuing Candidacy Status

TIMELINE FOR ACHIEVING INITIAL ACCREDITATION

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

4.12 ARCHITECTURE PROGRAM BIBLIOGRAPHY

INDECIES

EBSCO Avery Index of Architecture Periodicals
EBSCO Art & Architecture Complete

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PERIODICALS

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

MATERIALS + PRODUCTS

MATERIAL AND ASSEMBLY SOURCES

Material Connexion
Minneapolis – Saint Paul CSI
By Donation
By Creation

MATERIAL AND PRODUCT STRUCTURE

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

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

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

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

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

OFFICE OF HIGHER EDUCATION

October 12, 2018

Carla Pogliano
Dunwoody College of
Technology Dunwoody Blvd.
Minneapolis, MN 55403

Dear Carla Pogliano:

This letter is to confirm Dunwoody College of Technology's registration status under Minnesota Statutes §136A.61 to 136A.71. Dunwoody College of Technology is in the process of renewing its 2018-2019 application. While this application is in process, Dunwoody College of Technology remains in good standing.

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

Sincerely,

Betsy Talbot
Manager, Institutional Registration & Licensing

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OFFICE OF HIGHER EDUCATION

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

Program Title	Credential Level	Status
Associate in Applied Science in Automated Systems & Robotics	Associates	active
Associate in Applied Science in Automotive Collision Repair & Refinishing	Associates	active
Associate in Applied Science in Automotive Service Technology	Associates	active
Associate in Applied Science in Automotive Technician Apprenticeship	Associates	active
Associate in Applied Science in Computer Networking Systems	Associates	active
Associate in Applied Science in Computer Networking Technician (AAS)	Associates	active
Associate in Applied Science in Construction Project Management	Associates	active
Associate in Applied Science in Electrical Construction Design & Management	Associates	active
Associate in Applied Science in Electrical Construction & Maintenance	Associates	active
Associate in Applied Science in Electronics Engineering Technology	Associates	active
Associate in Applied Science in Electronics Technology (AAS)	Associates	active
Associate in Applied Science in Engineering Drafting & Design	Associates	active
Associate in Applied Science in Facilities Operations & Management	Associates	active
Associate in Applied Science in Graphic Design	Associates	active
Associate in Applied Science in Heating & Air Conditioning Engineering Technology	Associates	active
Associate in Applied Science in Heating & Cooling Service Professional	Associates	active
Associate in Applied Science in HVAC Installation & Residential Service	Associates	active
Associate in Applied Science in HVACR Systems Servicing	Associates	active
Associate in Applied Science in Industrial Controls & Robotics	Associates	active
Associate in Applied Science in Machine Tool Technology	Associates	active
Associate in Applied Science in Mopar Career Automotive Program	Associates	active
Associate in Applied Science in Pre-Media Technologies	Associates	active
Associate in Applied Science in Radiologic Technology	Associates	active
Associate in Applied Science in Surveying & Civil Engineering Technology	Associates	active
Associate in Applied Science in Toyota's Technician Training & Education Network	Associates	active
Associate in Applied Science in Web Development	Associates	active
Associate in Applied Science in Web Programming & Database Development	Associates	active
Associate in Applied Science in Welding & Metal Fabrication	Associates	active

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OFFICE OF HIGHER EDUCATION

Program Title	Credential Level	Status
Associate of Applied Science in Architectural Drafting & Design	Associates	active
Associate of Applied Science in Honda Professional Automotive Career Training	Associates	active
Bachelor in Architecture	Bachelors	active
Bachelor of Science Degree in Electrical Engineering	Bachelors	active
Bachelor of Science in Business Management & Leadership	Bachelors	active
Bachelor of Science in Computer Systems Analysis	Bachelors	active
Bachelor of Science in Construction Management	Bachelors	active
Bachelor of Science in Industrial Engineering Technology	Bachelors	active
Bachelor of Science in Interior Design	Bachelors	active
Bachelor of Science in Mechanical Engineering	Bachelors	active
Bachelor of Science in Software Engineering	Bachelors	active
Certifcate HVAC Installation	Certificate	active
Certificate Computer Networking Technician	Certificate	active
Certificate Construction Project Management	Certificate	active
Certificate Electronics Technology (Cert)	Certificate	active
Certificate Industrial Controls	Certificate	active
Certificate Land Surveying	Certificate	active
Certificate Right Skills Now for Manufacturing (CNC)	Certificate	active
Certificate Welding Technology	Certificate	active
Design for Manufacturing: 3D Printing Certificate	Certificate	active
Flooring Installation for Residential Carpet - Non-Credit Bearing Certificate of Completion	Non-Credit	active

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Fax: 312.263.7462 | hlcommission.org

September 20, 2018

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

Dear President Wagner:

This letter serves as formal notification and official record of action taken concerning Dunwoody College of Technology by the Institutional Actions Council of the Higher Learning Commission at its meeting on September 17, 2018. The date of this action constitutes the effective date of the institution's new status with HLC.

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

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

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

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

Sincerely,

Barbara Gellman-Danley

Barbara
Gellman-
Danley
President

CC: ALO