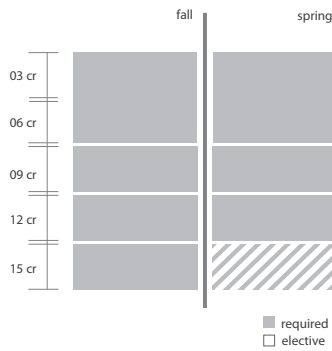
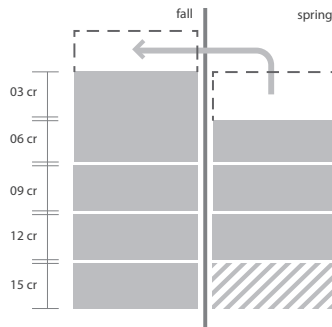


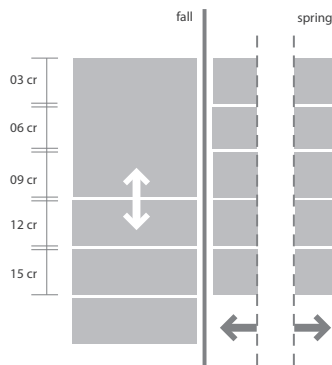
# CURRICULUM EVOLUTION



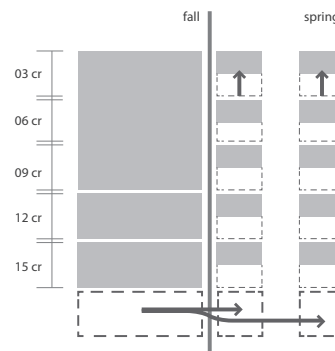
1 current curriculum



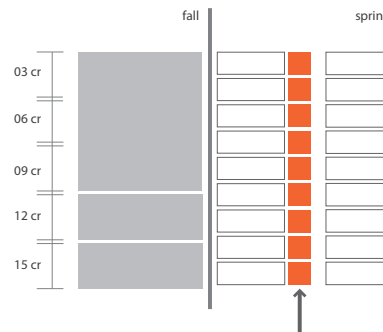
1 grow + shrink



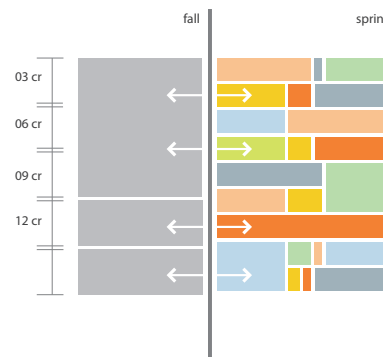
2 attach + divide



3 reduce



4 catalysts



5 combine + mix

## 2008 AIA Education Honor Award Winner University of Minnesota, School of Architecture

Development of this curriculum model began with a question: If continuing to teach within established curricular goals, means, and methods, proficiently trains the architects of yesterday and today – what curriculum best prepares designers for the rapidly-developing challenges and opportunities of tomorrow? Four junior faculty were entrusted by their senior colleagues to build upon several proposed models that responded to this provocation and craft a curriculum with mentorship by the Head of the School. They began with incremental alterations to an established curriculum, arriving at a proposal that harvests strengths of the faculty while empowering students to project individual paths based on varied beliefs and practices. In its structure, the new model promotes two alternating modes of working: a slow burn (representing our responsibility to the discipline, grounded in the fall semester) and the agile or nimble (providing an ability to respond, immersed in a dynamic spring semester).

Changes were guided by three primary values:

- Building on Tradition
- Embracing Challenges
- Expecting Change

**Building on Tradition:** The very best curriculum invisibly sets in motion certain trajectories – precedents must be carefully selected, historical movements and momentum must be understood. At the heart of our tradition, are the reflective practices of the design studio.

**Embracing Challenge:** Education must instill the will, the passion and the energy to confront new challenges. The expressed goal of this curriculum is to provide students with the confidence and skills to negotiate large messy problems and prepare them to anticipate the varied consequences of their proposed actions.

**Expecting Change:** By embracing change as inevitable, this curriculum encourages us to foster internal challenges to the very subject matter it seeks to promote, thus ensuring the kind of self-critical practices necessary for intelligently engaging future challenges.