NAAB CRITERIA

CRITICAL THINKING AND REPRESENTATION

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

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

1.1 write and speak effectively.
1.2 use appropriate representational media.

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

2.1 use abstract ideas to interpret information.
2.2 test alternative outcomes.

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

3.1 Gather and record relevant information to support conclusions.
3.2 Assess and evaluate relevant information to support conclusions.

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

4.1 use organizational principles to inform three-dimensional design.
4.2 use environmental principles to three-dimensional design.

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

5.1 apply natural and formal ordering systems to two-dimensional design.
5.2 apply natural and formal ordering systems to three-dimensional design.

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

6.1 examine the fundamental principles in precedents.
6.2 incorporate the fundamental principles in precedents.

PROGRAM CRITERIA (PC)

Curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand *the paths to becoming licensed as an architect* in the United States and *the range of available career opportunities* that utilize the discipline's skills and knowledge.

the paths to becoming licensed as an architect.
the range of available career opportunities.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys *the methods by which design processes integrate multiple factors, in different settings* and *scales of development*, from buildings to cities. instills in students the role of the design process in shaping the built environment.

integrate multiple factors at the building scale in urban setting.
integrate multiple factors at the building scale in rural setting.
integrate multiple factors at the city scale.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to *mitigate climate change* responsibly by leveraging *ecological, advanced building performance, adaptation, and resilience principles* in their work and advocacy activities.

understand how ecological principles can mitigate climate change.
understand how advanced building performance can mitigate climate change.
understand how resilience principles can mitigate climate change.

PC.4 History and Theory—How the program ensures that students *understand the histories and theories* of *architecture and urbanism*, framed by *diverse social, cultural, economic, and political forces, nationally and globally*.

4.1 understand how social, cultural, economic, and political forces frame architecture history nationally.
4.2 understand how social, cultural, economic, and political forces frame architecture theory nationally.
4.3 understand how social, cultural, economic, and political forces frame architecture history globally.
4.4 understand how social, cultural, economic, and political forces frame architecture theory globally.

PC.5 Research and Innovation—How the program prepares students to *engage* and *participate* in *architectural research* to *test* and *evaluate innovations* in the field.

5.1 engage/ participate in architectural research.
5.2 understand innovations in the field of architecture.
5.3 test innovations in the field of architecture.
5.4 evaluate innovations in the field of architecture.
5.5 apply innovations in the field of architecture.

PC.6 Leadership and Collaboration—How the program ensures that students *understand approaches* to *leadership in multidisciplinary teams, diverse stakeholder constituents*, and *dynamic physical and social contexts*, and learn *how to apply effective collaboration skills* to solve complex problems.

understand approaches to leadership in multidisciplinary teams .
understand approaches to leadership in diverse stakeholder constituents.
understand approaches to leadership in dynamic physical and social contexts.
understand how to apply effective collaboration skills.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a *positive and respectful environment* that encourages optimism, respect, sharing, engagement, and innovation among its *faculty, students, administration, and staff.*

7.1 fosters positive and respectful environment among its faculty.

7.2 fosters positive and respectful environment among its students
7.3 fosters positive and respectful environment among its administration
7.4 fosters positive and respectful environment among its staff

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of *diverse cultural and social contexts* and helps them *translate that understanding into built environments* that equitably support and include *people of different backgrounds, resources, and abilities*.

8.1 understand diverse cultural and social contexts.
8.2 understand supporting people of different backgrounds, resources, and abilities.
8.3 translating diverse cultural and social contexts into built environments.

STUDENT CRITERIA (SC)

Student Learning Objectives and Outcomes - curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on *human health, safety, and welfare* at multiple scales, from *buildings to cities*.

Understand human health, safety, and welfare in buildings.

Understand human health, safety, and welfare in cities.

SC.2 Professional Practice—How the program ensures that students *understand professional ethics, the regulatory requirements, the fundamental business processes* relevant to architecture practice in the United States, and *the forces influencing change in these subjects.*

2.1 Understand professional ethics and the forcers that change it relevant to architecture practice.
2.2 Understand regulatory requirements and the forcers that change it relevant to architecture practice.
2.3 Understand business processes and the forcers that change it relevant to architecture practice.

SC.3 Regulatory Context—How the program ensures that students *understand* the fundamental principles of *life safety, land use, and current laws and regulations* that apply to *buildings and sites* in the United States, and the *evaluative process architects* use to comply with those laws and regulations as part of a project.

3.1 understand life safety, land use, and current laws and regulations that apply to buildings.
3.2 understand life safety, land use, and current laws and regulations that apply to sites.
3.3 understand the evaluative process architects use to comply at the building scale.
3.4 understand the evaluative process architects use to comply at the site scale.

SC.4 Technical Knowledge—How the program ensures that students *understand* the *established and emerging systems, technologies, and assemblies of building construction*, and the methods and criteria architects use to *assess* those technologies against the *design, economics, and performance objectives* of projects.

4.1 understand established and emerging systems.
4.2 understand established and emerging technologies.
4.3 understand established and emerging assemblies.
4.4 assess systems against design, economics, and performance objectives.
4.5 assess technologies against design, economics, and performance objectives.
4.6 assess assemblies against design, economics, and performance objectives.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while *demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design*, and consideration of the *measurable environmental impacts of their design decisions*.

5.1 Ability to synthesize user requirements, regulatory requirements, site conditions, and accessible design.
5.2 Measure the environmental impacts of design decisions.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while *demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.*

6.1 Demonstrate the integration of building envelope systems and assemblies.
6.2 Demonstrate the integration of structural systems.
6.3 Demonstrate the environmental control systems.
6.4 Demonstrate the life safety systems.
6.5 Demonstrate the measurable outcomes of building performance.